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*From the Steward of the Inst*

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FOURTEENTH

ANNUAL REPORT

OF THE

Clarke Institution for Deaf-Mutes

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending September 1, 1881.

BOSTON :

TOLMAN & WHITE, PRINTERS, 383 WASHINGTON STREET.

1881.

(Chap. 300).

AN ACT RELATING TO DEAF-MUTES.

*Be it Enacted, &c., as follows :*

SECTION 1. No beneficiary of this Commonwealth in an institution or school for the education of Deaf-Mutes shall be withdrawn therefrom, except with the consent of the proper authorities of such institution or school, or of the Governor of this Commonwealth.

SECTION 2. This Act shall take effect upon its passage. [Approved May 17, 1871].

# CLARKE INSTITUTION FOR DEAF-MUTES, AT NORTHAMPTON.

## MEMBERS OF THE CORPORATION.

F. B. SANBORN, Concord, *President*.  
THOMAS TALBOT, Billerica, *Vice-President*.  
JULIUS H. SEELYE, Amherst, *Vice-President*.  
SAMUEL A. FISK, M. D., Northampton, *Clerk*.  
GARDINER G. HUBBARD, Boston.  
WILLIAM ALLEN, Northampton.  
LEWIS J. DUDLEY, Northampton.  
HORATIO G. KNIGHT, Easthampton.  
CHARLES DELANO, Northampton, *Auditor*.  
HENRY WATSON, Northampton.  
EDWARD HITCHCOCK, M. D., Amherst.  
JOHN D. LONG, Hingham.

## TREASURER.

LAFAYETTE MALTBY, Northampton.

## COMMITTEES OF THE CORPORATION.

### School Committee.

LEWIS J. DUDLEY, *Chairman*.  
HENRY WATSON.

EDWARD HITCHCOCK.  
JULIUS H. SEELYE.

THOMAS TALBOT.

### Finance Committee.

H. G. KNIGHT, *Chairman*.

HENRY WATSON.

WILLIAM ALLEN.

## PRINCIPAL.

HARRIET B. ROGERS.

## INSTRUCTORS.

CAROLINE A. YALE, *Associate Principal*.  
ALICE E. WORCESTER, *Special Teacher of Articulation*.  
ANNA R. LEONARD, *Assistant* " " "  
ALICE M. FIELD, *Special Teacher of Drawing*.

RUTH WITTER.

IDELLA M. SWIFT.

SARAH H. POTTER.

KATHERINE FLETCHER.

MARTHA F. METCALF.

MARY A. KATHAN.

FANNIE W. GAWITH.

## STEWARD.

HENRY J. BARDWELL.

## MATRON.

HARRIET O. YALE.

## ASSISTANT MATRONS.

SOPHIA F. WOOD.

A. J. WHITREDGE.

## ATTENDANTS.

MARY N. REED.

MARIA WATSON.

MARY O. PRESTON.

SARAH V. CONVERSE.

MARY L. ROOT.

## MASTER OF CABINET SHOP.

GEORGE N. LUCIA.

## FARMER.

REUBEN ROBINSON.

## ENGINEER.

REUBEN ROBINSON.

# OFFICERS OF THE CLARKE INSTITUTION,

From its Organization to the Present Time,

JULY 15, 1867—OCTOBER 12, 1881.

## PRESIDENTS.

	<i>Elected.</i>	<i>Retired.</i>
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	

## CORPORATORS BY ACT OF INCORPORATION.

	<i>Elected.</i>	<i>Ret'd.</i>		<i>Elected.</i>	<i>Ret'd.</i>
OSMYN BAKER,	1867	1875	THEODORE LYMAN,	1867	1868
WILLIAM ALLEN,	1867		HORATIO G. KNIGHT,	1867	
LEWIS J. DUDLEY,	1867		*JOSEPH A. POND,	1867	1867
JULIUS H. SEELYE,	1867		WILLIAM CLAPLIN,	1867	1873
GEORGE WALKER,	1867	1876	*JAMES B. CONGDON,	1867	1879
GARDINER G. HUBBARD,	1867		THOMAS TALBOT,	1867	

## CORPORATORS BY ELECTION.

	<i>Elected.</i>	<i>Ret'd.</i>		<i>Elected.</i>
JOSEPH H. CONVERSE,	1868	1870	HENRY WATSON,	1875
*JONATHAN H. BUTLER,	1868	1868	CHARLES DELANO,	1877
F. B. SANBORN,	1868		EDWARD HITCHCOCK,	1877
J. HUNTINGTON LYMAN,	1870	1877	JOHN D. LONG,	1880
SAMUEL A. FISK,	1873			

## TREASURERS.

	<i>Elected.</i>	<i>Ret'd.</i>		<i>Elected.</i>
OSMYN BAKER,	1867	1869	LAFAYETTE MALTBY,	1869

## PRINCIPAL.

HARRIET B. ROGERS,	1867
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## ASSOCIATE PRINCIPAL.

CAROLINE A. YALE,	1873
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## STEWARD.

HENRY J. BARDWELL,	1870
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\* Deceased.

## Report of the Corporation.

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*To the Board of Education:*

GENTLEMEN: The Corporation of the Clarke Institution, in addressing to you their Fourteenth Annual Report, have little to add to what is so well set forth in the Report of the Principal, concerning the School for Deaf Children, which is maintained at Northampton from the bequest of John Clarke, and the payments made for State and private pupils. Of the sums there expended for this useful and benevolent purpose, about half is drawn from the income of the Clarke Fund, while our land, buildings, furniture, etc., have also been paid for wholly by the gift of Mr. Clarke, or the income from his bequest. The State of Massachusetts, therefore, has only been called on to pay a part of the annual cost of educating its State pupils, and has been at no expense whatever for land and buildings.

The funds and general finances, and the whole affairs of the Institution, both as a corporation and a school, are in a satisfactory condition. As the statement of the Treasurer will show, the receipts from the fund during the year just closed were \$16,723.61; from two special funds, \$75; from the State of Massachusetts, \$11,883.86; from other States, and from individuals, \$3,591.51. The school expenses, strictly speaking, have been about \$25,000; the construction and furnishing expenses about \$1,000, and the other expenses about \$6,800. The net debt of the Institution now stands at \$17,642.99. There is, therefore, a net value of the real and personal property of not less than \$360,000; or about \$60,000 more than was originally received from Mr. Clarke. Our buildings are in good repair, and ample for all purposes; the funds are well invested, and pay a good interest.

During the past year we have had, in the whole School, 78

pupils, of whom 42 were boys and 36 girls. Of these, there were 58 (34 boys and 24 girls) in the Primary Department at Baker Hall; and 20 pupils (8 boys and 12 girls) in the Grammar School at Clarke Hall. At the present time, October 12, 1881, the number in the Primary Department, entered for the school year, 1881-82, is 61, of whom 32 are boys and 29 are girls; while in the Grammar School there are 26 pupils (12 boys and 14 girls); and in both Departments 87 pupils (44 boys and 43 girls.) It is probable that a few more pupils may enter during the current year, giving us the largest school we have ever had. The Report of the Principal shows how the pupils of last year were classed, and from what States they came.

We would return our thanks to Dr. Knowlton for professional services; to the Connecticut River and Boston & Albany railroads, for carrying members of the Institution at reduced fares; also, to the publishers of the "Hampshire Gazette," "The Deaf-Mute Journal," "The Deaf-Mute Chronicle," "Kentucky Deaf-Mute," "The Index," "The Goodson Gazette," "The Nebraska Mute Journal," "Our Record," "Dumb Animals," "Kansas Star," "The Tablet," "The Deaf-Mute Mirror," "Mute's Companion," "The Deaf-Mute Advance," "The Deaf-Mute Press," "Deaf-Mute Record," and the "Texas Mute Ranger," for the gratuitous contribution of their papers to our Institution the past year. We are also indebted to friends for a case of birds' eggs, and some minerals, given to our pupils; and for two Christmas gifts of \$5 and \$20.

For the Corporation,

F. B. SANBORN, *President.*

NORTHAMPTON, Oct. 12, 1881.

**FINANCIAL STATEMENT**  
**OF THE CLARKE INSTITUTION,**  
**FOR THE YEAR ENDING AUGUST 31, 1881.**

**RECEIPTS.**

From Clarke Fund,	\$16,723.61	
“ Lippitt “	30.00	
“ Whiting Street Fund,	45.00	
“ State of Massachusetts,	11,883.86	
“ other States and pupils,	3,591.51	
“ Cabinet-shop, Farm and Stable,	553.59	
	<u>          </u>	<b>\$32,827 57</b>

**EXPENDITURES.**

**CURRENT.**

For Salaries and Wages,	\$13,288.20	
“ Groceries and Provisions,	5,982.39	
“ Furnishing,	362.49	
“ Fuel and Lights,	4,341.75	
“ Repairs,	1,138.65	
“ Cabinet-shop,	607.49	
“ Farm and Stable,	184.53	
“ School incidentals,	192.11	
“ General incidentals,	854.96	
	<u>          </u>	<b>\$26,952.57</b>

**SPECIAL.**

For Street and Lippitt Funds,	\$ 51.00	
“ Printing Conference Report,	302.00	
“ Interest,	1,309.86	
“ Prizes from Lippitt Fund,	24.00	
“ Payment on Debt,	4,188.14	
	<u>          </u>	<b>\$5,875.00</b>
Debt, September 1, 1880,	\$21,831.13	
Payment on Debt, 1880-81,	4,188.14	
	<u>          </u>	
Debt, September 1, 1881,	\$17,642.99	



## Report of the Principal.

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### *To the Corporators of the Clarke Institution.*

GENTLEMEN: The Report herewith submitted is for the year ending September 1, 1881.

During the year there were seventy-eight different pupils, from six to nineteen years of age. The average number for the year was seventy-seven. Sixty-one were from Massachusetts, five from New York, three from Vermont, two from Indiana, and one each from Canada, Maine, New Hampshire, New Jersey, Ohio, Iowa and Utah. Of the whole number, two were semi-deaf, and eleven were semi-mutes, only four of whom could read when they entered school.

There entered during the year nine pupils, from six to seventeen years of age. One of these became deaf at seven, retained speech, but could not read the lips; had attended public school, and had a good use and understanding of language. The other eight were either born deaf, or lost hearing when very young. It would seem as if the figures given above might divest the public of the idea that the majority of our pupils are semi-mute and semi-deaf. Only thirteen out of seventy-eight, or one-sixth of the whole number, can be counted as such, leaving five-sixths of the pupils here taught during the past year to rank as congenital mutes. Another error which should be refuted is that the pupils here are selected, and that none are received from very poor or ignorant families. There could be no greater error. Children are rarely seen by us before being admitted to the school, and it would not be easy to find poorer children, nor of more ignorant parentage, than some that are here. None were ever refused on account of the poverty or ignorance of their parents. There have never been but five pupils here from the New England States whose parents were able to pay board and tuition, during the time their children

remained in our school. Again, if this Institution has been credited with having teachers of special experience, it is a mistake. At the time of the meeting of the Conference of Principals here, when the school was under observation more than ever before, only four out of our eleven teachers had been here more than two years, and two of them less than six months. It has been remarked that our pupils use simple language. This is precisely what we desire. We wish them to *understand* difficult language, but we discourage every attempt to use the bombastic style so common among deaf mutes.

### PRIMARY SCHOOL.

During the year, fifty-eight pupils, between the ages of six and fourteen, attended this department. Of this number, only one was a semi-mute. They formed six classes, numbering from seven to thirteen in a class. All have devoted from one to two hours daily to special work in articulation and lip-reading, using "Visible Speech" as an aid. Lessons in drawing and writing have been given to all. Eight of the new pupils entered this school, one joining the "A," or highest class, while the other seven, from six to ten years old (Clement Berry, Ralph Cozzens, John Kirby, George Richardson, John Wheel, Barbara Ewig and Maria St. John, with three former pupils, Margaret Beatty, Charles Fahrenheit and Agnes McSheehy), formed the lowest, or "F" class. This class was instructed in written and spoken language. Contrary to our practice during recent years, we allowed these children to use speech during the latter part of their first year. The result was in every way satisfactory. This class has had various Kindergarten exercises.

### CLASS E.

This class of eleven consisted of Alice and Dora Berry, Julia Lincoln, Jeremiah Hallissy, John Melody, Charles Morris, Willie Potter, Edward Putnam, Frederic Shoughrow, Mark Ward and Elmer Wood. The exercises of this class have been chiefly directed to the use and understanding of language, spoken and written, such as, commands, questions on objects and pictures, writing from actions, and reproductions from memory. The class has also had a variety of Kindergarten exercises.

## CLASS D.

This class numbered thirteen, and was composed of the following pupils: Annie Condon, Hettie Deyoe, Sarah Gilboy, Belle Harty, Hettie Langley, Mary Mahoney, Alice McGee, Florence Young, Arthur Clancey, Hugh McKeag, William Mealey, David Quinn and John King. This class has had language exercises similar to those of the preceding class; also, oral journals, letters and numbers. The class has used Peet's "Language Lessons."

## CLASS C.

This class, numbering eight, consisted of Mary Martin, Lillian Mowry, Alma Reynolds, Dannie Gould, Willie Nichols, Rufino Silva, William Smith and William Woodard. The time of this class has been spent almost entirely in exercises in language similar to those of the "D" class. They have also had instruction in numbers.

## CLASS B.

This class of nine consisted of Mary Ames, Mary Castle, Fannie Cornwell, Nellie Thompson, George Chaffee, Edward Gilligan, Frank Nolen, Herbert Pratt and Albert Weinhold. Their work, like that of all the classes in the primary school, has been chiefly in language, spoken, read from the lips and written. They have had such exercises as description of pictures, simple compositions, journals, letters, conversation, grammatical symbols, and drill in the use of verbs. They have used Peet's "Language Lessons" and "Supplementary Reading," First Book. They have also studied arithmetic, the geography of North America, and have had daily lessons on natural objects. Two of this class, Fannie Cornwell, twelve years of age, and Edward Gilligan, eleven, are no longer with us. Fannie was not well in the vacation of 1880, but her physician thought she was so anxious to return it would probably be better to allow it. She failed after returning to school, so that, the first of February, her mother was sent for to take her home. Since then she has been confined to the bed, a patient little sufferer. She and her mother have been very happy in her power of speech and lip reading. She says Heaven is not far away, Jesus is near, and that she will be glad in Heaven because there is no trouble. She is a congenital mute of ordinary ability,

and had been under instruction but three and a half years. Several times before she went home she spoke of being very glad that she could talk. Her mother has said that it was the greatest comfort she had that Fannie was able to tell what she wanted and how she felt, and that she could make known her thoughts. The comfort this mother has in her child's speech is not an exceptional case. From many a mother and father, whose children have scarcely more than begun to talk, we receive similar testimony.

In the early part of this summer's vacation, Edward Gilligan, being allowed by his mother to go fishing, took the liberty of going into the river to bathe. He sank almost immediately, and was drowned. He had entered school at five years of age, and had been here six years. His progress in his first school years was slow, but during the past two years he had gained much. "Eddie will hear in Heaven," is the comment frequently made by his schoolmates. No one ought to mourn that any little child goes out from earthly tutelage to be with the Great Teacher.

#### CLASS A.

This class of seven was composed of Nellie Hayward, Nettie Pearl, Barclay Adams, Michael Murphy, Wilfred Wise, Alonzo Zabriskie and George Zimmer. Their studies have been "Latham's Reader," "Supplementary Reading," First Book, geography (Europe)," "Felter's Primary Arithmetic," and exercises on pictures. The class has also had lessons on natural objects, description of pictures, journals, conversation, letters, and the use of grammatical symbols.

#### GRAMMAR AND HIGH SCHOOL.

There were twenty pupils in this department, divided into three classes, according to their attainments. Only one of the new pupils entered this school. The following were promoted from the Primary School: Grace Lendall, Mary Moors, Florence Richardson and Henry Corless. All the pupils spent an hour daily in special work in articulation. Two hours a week were devoted to drawing from objects and from casts.

#### THIRD CLASS.

The four who were promoted from the Primary School, with

Arthur Des Rochers, Arthur Higley and Charles Poor, formed this class. They studied arithmetic, geography, Lillienthal's "Things Taught" and "Latham's Reader." They had exercises in the use of grammatical symbols, in writing journals, descriptions of pictures, compositions, and in spelling and forming sentences. They also had lessons on natural objects, and from Peet's "Language Lessons."

#### SECOND CLASS.

This class, numbering seven, consisted of Edith Houghton, Etta Lincoln, Annie Mullen, Eugene Richardson, Edith Scovill, Edith Shepherd and Carlton Underwood. They studied arithmetic and geography, part of the time using Miss Hall's "Our World," No. I. They read from Hooker's "Book of Nature," Part II., had lessons on plants and animals, and elementary lessons in grammar, and newspaper items. They had exercises in writing letters and compositions, in spelling and forming sentences, and in "Things Taught."

#### FIRST CLASS.

This class of six consisted of Anna Gates, Leila Nelson, Emma Russell, Nellie Tucker, Frank Bunn and Thomas Mitchell. The class completed United States History, studied arithmetic and Goodrich's "Universal History," had reading, elements of physiology and zoölogy, lessons concerning eminent persons, and newspaper items. They had exercises in spelling and forming sentences, and other work in language, as well as practice in writing letters and compositions. Two of the class studied Berard's "History of England."

No pupils pursued the High Course this year.

From the Jeannie Lippitt Fund, the first prize for improvement in articulation was given to Edith Shepherd, of Rochester, Ind., and the second to Charles Poor, of Peabody. Michael Murphy, of Brockton, received the first prize for improvement in penmanship and use of language, and Alma Reynolds, of Fitchburg, the second.

#### REPORTS FROM GRADUATES AND OTHER PUPILS.

Of the graduates of the High Class of 1875, one still remains in the Institution as special teacher of drawing, and as a regular

teacher in the Primary School. The mother of one, who became deaf at three years and two months, writes: "You ever have my deepest gratitude, my warm affection; and when I compare ——'s education with the other way, oh! I feel that too much cannot be said in praise of the great work you are doing for those poor afflicted children—giving them the power of speech. —— has acquired much language, and is constantly improving in her speech and lip-reading." Another has had the care of an invalid sister during the year, and, although she says nothing of her speech and lip-reading, we know they are always her means of communicating with others, and are considered invaluable by herself and friends. Another, who makes herself useful in her home, does not think of resorting to other means of communicating with people than by speech and lip-reading. One young man has just completed his course at Stevens Institute, at Hoboken, N. J., and taken the degree of Mechanical Engineer. During the two years in the Institution he did not acquire sufficient facility in reading the lips to depend upon it after leaving us. He has, however, pursued his studies successfully at Williston Seminary and Stevens Institute. Other semi-mutes might with profit receive instruction as he did, instead of learning the sign language, and being made to feel that they belong to a peculiar class.

Another young man, a carriage wood-worker, writes: "My lip-reading improves some, I think. I do not have much trouble in understanding people, except in the evening, then I miss my hearing considerably." Of two young men who did not remain to graduate, one is in business for himself as a printer and publisher. His speech and lip-reading are good. The other writes: "During the three winter months, I had work in Hartford, in a fur store, during which time I found the value of the education I received at Northampton. One time, I delivered some goods to a lady, and as I had to collect some money of her, I spoke to her, and as she spoke too fast for me, I had to let her know I was deaf. She did not believe it, and I had some difficulty in assuring her of the fact, and her actions made me think she regarded me as an imposter." All this class became deaf between five and a half and eleven years of age, except the one before mentioned.

Of the graduates of the High Class of 1877, a congenital mute writes: "About the lip-reading, I think I have improved more this year than last. I think my speech is about the same as a

year ago. I think I have improved much in language since school, because I read more and go with the people more." He is serving his last year's apprenticeship to a steel engraver. Another young man, who has been learning wood engraving about the same length of time, says: "I think that my speech and lip-reading are about as good as they were a year ago. I do not feel that I have gained or lost in either. I do not think that anything helps my voice and improves my conversation so much as does reading to some person who can point out the defects in my speech. It has become a pleasure to me now to take up the paper and read aloud whatever interests me, and I feel that it gives me a habit of pronouncing words correctly and easily. The person who hears me says I read better now than I did a year ago, and she always understands everything I say." A friend thinks his lip-reading has improved very decidedly. He became deaf at five years of age. The young lady of that class became deaf at ten and a half years, and has excellent speech and lip-reading.

Of the graduates from the Grammar Course in 1878, one who became deaf at seven years of age says that while staying at the house of her brother, who is an expressman, people came to leave orders for him, and in no case was she obliged to use paper and pencil in conversing with them, and it was not more than once or twice, one had to repeat what he said. Few of them knew her at all. Another, who is a dressmaker, says, "I think I have neither lost in lip-reading nor speech." She became deaf at four, and lost her speech entirely. A young man, deaf at one year, who is engraving in a watch factory, thinks he has lost nothing in speech and lip-reading. Another, a congenital mute, not heard from recently, is known to have retained her speech and lip-reading. Of others in the class, who did not remain to graduate, one, partially deaf at two years, perhaps born partially deaf, says, "Every stranger thinks that I am some hearing fellow. They say that I talk very plain." He reads the lips well. He spoke but few words when he came to school at five years of age. Another young man, in his father's laundry, is said to read the lips very well. One is working in the largest printing establishment in Iowa. He says, "My articulation is about the same as when I wrote last."

Of the graduates of 1880, from the Grammar Course, the friends of one think her speech remains about the same, but that

her lip-reading has improved. She says, "I very often understand friends when they talk to others. Many strangers understand me readily when I try to talk nicely." Through a friend, we hear of another whose speech has improved in the last few months. Another we have not heard from, but we know that she will lose neither speech nor lip-reading. The only semi-mute in the class has this year graduated from a public grammar school, and ranked fourth in a class of twenty-five. Much to our disappointment, he is now to learn a trade instead of entering the high school, where he might acquit himself with credit. His lip-reading has been of great service to him.

A semi-mute, not in school long enough to acquire much lip-reading, has lost nothing in speech. She is a frequent contributor to juvenile periodicals. There remain only five others from whom we have received reports. These were pupils of average attainments. They seem not to have lost in speech and lip-reading since leaving school.

In the early years of our school, a little one of five years came to us without speech. She remained two years, and since then has been instructed at home,—her mother being devoted to her. Now, at seventeen, she is attending school with hearing children, the same demands being made of her as of the others. She is studying English Literature and Physiology.

From all these reports we gather encouragement for the future.

Respectfully submitted,

HARRIET B. ROGERS.

NORTHAMPTON, October 12, 1881.



## COURSES OF STUDY.

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### *Primary Course.*

Kindergarten Exercises.  
Articulation.  
Writing.  
Language.  
Arithmetic—(the four elementary rules).  
Geography.  
Manual of Commerce.  
Drawing.

### *Common, or Grammar Course.*

Articulation.  
Language.  
Arithmetic (mental and written), through interest.  
Geography.  
Manual of Commerce.  
History of the United States.  
Outline of General History.  
Lessons on General Subjects.  
Elements of Grammar.  
    “     “   Physiology.  
    “     “   Zoölogy.  
    “     “   Botany.  
    “     “   Natural Philosophy.  
    “     “   Physical Geography.  
Drawing— { Free Hand.  
              Object.  
              Designing.

*High Course.*

Articulation and Elocutionary Exercises.

Arithmetic (completed). .

Algebra.

Geometry.

Physiology.

Zoölogy.

Botany.

Geology.

Physical Geography.

Astronomy.

Natural Philosophy.

Chemistry.

History (Ancient and Modern).

Grammar and Analysis.

Rhetoric.

English Literature.

Political Economy.

Psychology.

Drawing — { Object.  
Instrumental.  
Crayoning or Water Colors.

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In order to graduate, pupils must have seventy-five per cent. in the semi-annual examinations of the last two years of the course.

# Names, Residences, etc., of Pupils, for the Year Ending September 1, 1881.

NAME.	RESIDENCE.	TIME AND PLACE OF INSTRUCTION BEFORE ENTERING CLARKE INSTITUTION.	TIME OF ENTERING INSTITUTION.	AGE AT TIME OF ADMISSION.	CAUSES OF DEAFNESS.
Adams, Robert Barclay	Hamilton, Ontario.	Private teacher, at home.	Sept. 1879	13 yrs.	1 mo.
Ames, Mary E.	Lynn.	.....	Sept. 1877	7 yrs.	Inflammatory croup in infancy.
Beatty, Margaret.	Jamaica Plain.	.....	Sept. 1878	7 yrs.	Cerebro-spinal-meningitis at 3 yrs.; lost sp'h.
Berry, Alice M.	Cambridgeport.	.....	Sept. 1878	7 yrs.	Congenital.
Berry, Dora F.	Cambridgeport.	.....	Sept. 1878	5 yrs.	Congenital.
Berry, Clement E.	Spencer.	.....	Sept. 1880	8 yrs.	Cerebro-spinal-meningitis at 1 yr. 9 mos.
Bunn, Frank.	Maquoketa, Iowa.	.....	Sept. 1880	17 yrs.	Spinal-meningitis at 7 years.
Castle, Mary.	Holyoke.	.....	Sept. 1875	10 yrs.	Congenital.
Chaffee, George O.	Granville Corners.	.....	Sept. 1876	8 yrs.	Congenital.
Clancey, Arthur H.	Cincinnati, Ohio.	.....	Sept. 1879	7 yrs.	Brain fever at 1 year, 4 months.
Condon, Annie M.	Worcester.	.....	Sept. 1878	6 yrs.	Cerebro-spinal-meningitis at 2 1/2 y; lost sp.
Corless, Henry P.	Turners Falls.	.....	Sept. 1876	7 yrs.	Brain fever at 3 years; lost speech.
Cornwell, Fannie B.	Great Neck, L. I.	.....	Sept. 1877	8 yrs.	Congenital.
Cozzens, Ralph L.	Sherborn.	.....	Sept. 1880	7 yrs.	2 mos.
Des Rochers, Arthur C.	Brandon, Vt.	.....	Sept. 1875	13 yrs.	Sickness when young; never talked.
Devoe, Hettie B.	Bacon Hill, N. Y.	.....	Sept. 1878	8 yrs.	Spotted fever at 2 yrs. 9 mos.; lost speech.
Ewig, Barbara.	Springfield.	.....	Oct. 1880	6 yrs.	Brain fever at 1 year.
Fahrenholz, Charles R.	East Boston.	.....	Sept. 1879	5 yrs.	Congenital.
Gates, Anna.	Fitchburg.	.....	Sept. 1872	8 yrs.	Eruption at 1 year.
Gilboy, Sarah.	Boston.	.....	Sept. 1878	7 yrs.	Scarlet fever at 4 years; lost speech.
Gilligan, Edward O.	Northampton.	.....	Sept. 1875	5 yrs.	Measles at 1 year, 9 months.
Gould, Annie W.	Arkos, Ind.	.....	Sept. 1878	9 yrs.	2 mos.
Hallissy, Jeremiah.	Salem.	At home, one winter.	Sept. 1878	6 mos.	Cerebro-spinal-meningitis at 3 y; lost sp'h.
Harty, Belle P.	East Gloucester.	.....	Sept. 1878	7 yrs.	Cerebro-spinal-meningitis at 3 y. 2 m; l. sp.
Hayward, Nellie M.	Bridgewater.	.....	Sept. 1878	6 yrs.	A cold at 2 years; lost speech.
Higley, Arthur L.	Becket.	.....	Sept. 1875	7 yrs.	Congenital.
Houghton, Edith M.	Worcester.	.....	Sept. 1875	7 yrs.	Congenital.
King, John W.	Rensselaer, Vt.	.....	Sept. 1875	7 yrs.	Measles at 1 year; partially deaf.
Kirby, John.	Westboro.	.....	Sept. 1873	8 yrs.	Unknown; at about 2 years, lost speech.
Langley, Hettie E.	Elson, N. H.	.....	Sept. 1880	10 yrs.	Scarlet fever in 9th year.
Lendall, Grace N.	Bever.	.....	Sept. 1879	7 yrs.	Spinal-meningitis at 15 months.
Lincoln, Ellen Etta.	Worcester.	.....	Sept. 1875	7 yrs.	Scarlet fever at 2 years; lost speech.
Lincoln, Julia E.	East Bridgewater.	.....	Mar. 1874	5 yrs.	Congenital; partially deaf.
Manoney, Mary.	North Andover.	.....	Sept. 1877	6 yrs.	Cerebro-spinal-meningitis at 4 years.
Martin, Mary F.	North Adams.	.....	Sept. 1879	7 yrs.	Brain fever at 18 months.
McFee, Alice.	Marlboro.	.....	Sept. 1877	8 yrs.	Congenital.
McKeag, Hugh C.	New Brunswick, N.J.	.....	Sept. 1878	7 yrs.	Illness at 15 months.
McSheely, Agnes L.	Fitchburg.	.....	Sept. 1879	8 yrs.	Cerebro-spinal-meningitis at 1 year.
					Spinal disease at 3 years; lost speech.

Lowell.....	Mealey, William R.....	Sept. 1877	6 ys. 4 mos.	Cerebro-spinal-meningitis at 2 1/2 yrs.; lost sp'h.
Peabody.....	Melody, John.....	Sept. 1879	7 ys. 9 mos.	Scarlet fever at 2 years 6 months; lost sp'h.
Worcester.....	Mitchell, Thomas F.....	Sept. 1877	9 ys. 10 mos.	Spinal-meningitis at 6 years.
Fall River.....	Moore, Mary.....	Sept. 1876	9 ys. 10 mos.	Measles at 1 1/2 years.
Abington.....	Morris, Charles E.....	Sept. 1878	7 ys. 6 mos.	Cerebro-spinal-meningitis at 13 months.
Marlboro'.....	Mowry, Lillian E.....	Sept. 1878	7 ys. 6 mos.	Cerebro-spinal-meningitis at 7 1/2 years.
Nonson.....	Mullen, Anne.....	Dec. 1875	8 ys. 3 mos.	Scarlet fever at 6 years; lost speech.
Brockton.....	Murphy, Michael.....	Sept. 1876	8 ys. 4 mos.	Measles at 1 year 6 months.
Poughkeepsie, N.Y.....	Nelson, Cornelia M.....	Sept. 1877	10 ys. 4 mos.	Cerebro-spinal-meningitis at 13 months.
Shelburne Falls.....	Nichols, Willie A.....	Sept. 1877	7 ys. 1 mo.	Cerebro-spinal-meningitis at 13 months.
Salem.....	Nolen, Francis R.....	Sept. 1877	7 ys. 4 mos.	Scarlet fever at 8 months.
St. Johnsbury, Vt.....	Peabody.....	Sept. 1878	8 ys. 2 mos.	Scarlet fever at 4 years.
Peabody.....	Peck, Charles F.....	Sept. 1875	8 ys. 2 mos.	A fall at 1 year 6 months.
Groton.....	Pratt, Herbert P.....	Sept. 1877	6 ys. 9 mos.	Cerebro-spinal-meningitis at 13 months.
Fitchburg.....	Putnam, Edward J.....	Sept. 1878	6 ys. 9 mos.	Spinal-meningitis at 8 months.
Rutland.....	Quinn, David.....	Sept. 1877	7 ys. 1 mo.	Inflammation of brain at 2 ys.; lost speech.
Weston.....	Reynolds, Alma E.....	Sept. 1877	8 ys. 4 mos.	Scarlet fever at 3 years.
Fitchburg.....	Richardson, Eugene H.....	Sept. 1877	8 ys. 4 mos.	A fall at 1 year 6 months.
Groton.....	Richardson, Florence J.....	Sept. 1878	9 ys. 2 mos.	Cerebro-spinal-meningitis at 13 months.
Northampton.....	Richardson, George E.....	Sept. 1878	8 ys. 2 mos.	Spinal-meningitis at 8 months.
Hallowell, Me.....	Russell, Emma M.....	Sept. 1878	8 ys. 2 mos.	Scarlet fever at 5 years.
Hudson, N. Y.....	Seavill, Edith C.....	Sept. 1877	7 ys. 3 mos.	Scarlet fever in 3d year; partially deaf.
New Bedford.....	Silva, Rufino.....	Sept. 1877	7 ys. 3 mos.	Cerebro-spinal-meningitis at 13 months.
Rochester, Ind.....	Shepherd, John F.....	Sept. 1877	7 ys. 3 mos.	Measles at 1 year.
Brockton.....	Shoughrow, John Fred.....	Sept. 1877	7 ys. 3 mos.	Abscesses in the head between 6 and 7 yrs.
North Andover.....	Smith, William.....	Sept. 1877	7 ys. 3 mos.	Sickheads at 2 years; lost speech.
Worcester.....	St. John, Maria L.....	Sept. 1877	7 ys. 3 mos.	Cerebro-spinal-meningitis at 4 1/2 years.
North Brookfield.....	Thompson, Nellie F.....	Sept. 1877	7 ys. 3 mos.	Scarlet fever when very young.
Ayer.....	Tucker, Nellie F.....	Sept. 1877	7 ys. 3 mos.	Scarlet fever at 2 years; lost speech.
Cambridgeport.....	Underwood, Catherine J.....	Sept. 1877	7 ys. 3 mos.	Inflammation of the brain at 6 months.
Lawrence.....	Ward, Mark E.....	Sept. 1877	7 ys. 3 mos.	Scarlet fever at 5 years.
Huntington.....	Weinhold, Albert E.....	Sept. 1877	7 ys. 3 mos.	Cerebro-spinal-meningitis at 2 yrs. 6 m.; lost sp'ch.
Greenfield.....	Wheel, John E.....	Sept. 1877	7 ys. 3 mos.	Scarlet fever at 2 1/2 years; lost speech.
East Stoughton.....	Wood, Willard A.....	Sept. 1877	7 ys. 3 mos.	Scarlet fever at 8 months.
Marlboro'.....	Wood, Elmer N.....	Sept. 1878	8 ys. 2 mos.	Spinal-meningitis at 1 year 3 months.
Worcester.....	Woodard, William F.....	Sept. 1878	8 ys. 2 mos.	Cerebro-spinal-meningitis at 4 y.; lost sp'h.
Salt Lake City, Utah.....	Young, Florence P.....	Sept. 1879	8 ys. 2 mos.	Scarlet fever at 14 months.
Aurora, N. Y.....	Zaboriske, Alonzo M.....	Feb. 1880	13 ys. 6 mos.	Cerebro-spinal-meningitis at 14 months.
Lowell.....	Zimmer, George E.....	May 1874	6 ys. 2 mos.	Inflam. of brain at 5 ys.; ret'd a few words

Whole number of boys, 42. Girls, 36. Total, 78.

# ORDER OF THE DAY

## AT THE CLARKE INSTITUTION.

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Rise, . . . . .	6 A. M.
Breakfast, . . . . .	6½ A. M.
Boys work in cabinet shop, . . . . .	7 to 8½ A. M.
Devotional Exercises, . . . . .	8¾ A. M.
School, . . . . .	9 to 12 A. M.
Dinner, . . . . .	12¼ P. M.
School, . . . . .	2 to 4 P. M.
Girls sew, larger boys work in cabinet shop, . . . . .	4¾ to 5¾ P. M.
Supper, . . . . .	6 P. M.
Study-hour and prayers, . . . . .	7¼ to 8¾ P. M.
Retire, . . . . .	8¾ P. M.

The younger children arise at 6½ A. M., and retire at 7 P. M.

### SUNDAYS.

Attend various churches with teachers and attendants.

Sabbath school lesson and reading with the teachers in the afternoon.

The more advanced pupils attend religious service conducted by one of the teachers in the following manner :

Scriptural Invocation.

Selections from the Scriptures.

Hymn.

Prayer.

Sermon.

Extempore Prayer.

Hymn.

Doxology.

In all parts of the service except the sermon the pupils join audibly.

## TERMS OF ADMISSION.

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This Institution is especially adapted for the education of semi-deaf and semi-mute pupils, but others may be admitted. It provides for the pupil's tuition, board, lodging, washing, fuel and lights, superintendence of health, conduct, manners and morals.

The charges are three hundred dollars a year; for tuition alone, sixty-six dollars; payable semi-annually, *in advance, the first week* of each term. No deduction, except for absences on account of sickness. Extra charges will be made for actual expenses incurred during sickness. *No pupil will be allowed to withdraw before the end of the second term in June, without weighty reasons, to be approved by the School Committee. The contract is for the entire year.*

The State of Massachusetts appropriates annually funds for the education of its deaf-mutes. Children aided by these funds must remain members of the school until dismissed by the proper authorities. (See State Law, back of title page). The Institution, also, appropriates the income from its funds for the aid of beneficiaries from Massachusetts, according to their need. Forms of application for the State aid will be furnished by the Secretary of the Commonwealth or by the Institution. There are two terms in the year, of twenty weeks each, with a summer vacation of twelve weeks. Pupils cannot spend the vacation at school. It is desirable to have all applications for the admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

*The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with postal cards. A small sum of money, not less than five dollars, should be deposited with the Principal, each term, for incidental expenses.*

Applications and letters for information must be addressed to Miss H. B. Rogers, Principal of the Clarke Institution for Deaf-Mutes, Northampton, Massachusetts, with a stamp for return postage. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Pupils must be at least five years old on entering the Institution, and must bring a certificate of vaccination, and a list of the diseases they have had. The Institution is not an asylum, but a school of learning; and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and good moral habits.

Visitors are admitted Thursday afternoons.



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*From the Steward of the*

N87

FIFTEENTH

ANNUAL REPORT

OF THE

Clarke Institution for Deaf-Mutes

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending September 1, 1882.

NORTHAMPTON, MASS.:

STEAM PRESS OF GAZETTE PRINTING COMPANY.  
1882.





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(Chap. 300.)

AN ACT RELATING TO DEAF-MUTES.

*Be it enacted, &c., as follows:*

SECTION 1. No beneficiary of this Commonwealth in an institution or school for the education of Deaf-Mutes shall be withdrawn therefrom, except with the consent of the proper authorities of such institution or school, or of the Governor of this Commonwealth.

SECTION 2. This Act shall take effect upon its passage. [*Approved May 17, 1871.*]

# CLARKE INSTITUTION FOR DEAF-MUTES, AT NORTHAMPTON.

## MEMBERS OF THE CORPORATION.

F. B. SANBORN, Concord, *President*.  
THOMAS TALBOT, Billerica, *Vice-President*.  
JULIUS H. SEELYE, Amherst, *Vice-President*.  
SAMUEL A. FISK, M. D., Northampton, *Clerk*.  
GARDINER G. HUBBARD, Boston.  
WILLIAM ALLEN, Northampton.  
LEWIS J. DUDLEY, Northampton.  
HORATIO G. KNIGHT, Easthampton.  
CHARLES DELANO, Northampton, *Auditor*.  
HENRY WATSON, Northampton.  
EDWARD HITCHCOCK, M. D., Amherst.  
JOHN D. LONG, Hingham.

## TREASURER.

LAFAYETTE MALTBY, Northampton.

## COMMITTEES OF THE CORPORATION.

### School Committee.

LEWIS J. DUDLEY, *Chairman*.  
HENRY WATSON,

EDWARD HITCHCOCK.  
JULIUS H. SEELYE.

THOMAS TALBOT.

### Finance Committee.

H. G. KNIGHT, *Chairman*.

HENRY WATSON.

WILLIAM ALLEN.

## PRINCIPAL.

HARRIET B. ROGERS.

## INSTRUCTORS.

CAROLINE A. YALE, *Associate Principal*.  
ALICE E. WORCESTER, *Special Teacher of Articulation*.  
ANNA B. LEONARD, *Assistant* " " "  
ALICE M. FIELD, *Special Teacher of Drawing*.

RUTH WITTER.	SARAH H. PORTER.	*KATHERINE H. FISH
KATHARINE FLETCHER.	MARY A. KATHAN.	*EDNA J. HOWES.
IDELLA M. SWIFT.	FANNIE W. GAWITH.	*CLARA W. LATHROP.
MARTHA F. METCALF.	LIZZIE T. LYON.	

## STEWARD.

HENRY J. BARDWELL.

## MATRON.

HARRIET O. YALE.

## ASSISTANT MATRONS.

SOPHIA F. WOOD. MARY L. ROOT.

## ATTENDANTS.

MARY N. REED.  
MARY O. PRESTON.

SARAH HASKINS.

FRANCES S. WILLIAMS.  
MARY SMITH.

## MASTER OF CABINET SHOP.

GEORGE N. LUCIA.

## FARMER.

REUBEN ROBINSON.

## ENGINEER.

REUBEN ROBINSON.

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\*Acted as substitutes during the necessary absence of other teachers—Miss Lathrop as Teacher of Drawing.

# OFFICERS OF THE CLARKE INSTITUTION,

*From its Organisation to the Present Time.*

JULY 15, 1867—OCTOBER 11, 1882.

## PRESIDENTS.

	<i>Elected.</i>	<i>Retired.</i>
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	

## CORPORATORS BY ACT OF INCORPORATION.

	<i>Elected.</i>	<i>Ret'd.</i>		<i>Elected.</i>	<i>Ret'd.</i>
*OSMYN BAKER,	1867	1875	THEODORE LYMAN,	1867	1868
WILLIAM ALLEN,	1867		HORATIO G. KNIGHT,	1867	
LEWIS J. DUDLEY,	1867		*JOSEPH A. POND,	1867	1867
JULIUS H. SEELYE,	1867		WILLIAM CLAFLIN,	1867	1873
GEORGE WALKER,	1867	1876	*JAMES B. CONGDON,	1867	1879
GARDINER G. HUBBARD,	1867		THOMAS TALBOT,	1867	

## CORPORATORS BY ELECTION.

	<i>Elected.</i>	<i>Ret'd.</i>		<i>Elected.</i>
JOSEPH H. CONVERSE,	1868	1870	HENRY WATSON,	1875
*JONATHAN H. BUTLER,	1868	1868	CHARLES DELANO,	1877
J. HUNTINGTON LYMAN,	1870	1877	EDWARD HITCHCOCK,	1877
SAMUEL A. FISK,	1873		JOHN D. LONG,	1880

## TREASURERS.

	<i>Elected.</i>	<i>Ret'd.</i>		<i>Elected.</i>
OSMYN BAKER,	1867	1869	LAFAYETTE MALTBY,	1869

## PRINCIPAL.

HARRIET B. ROGERS,	1867
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## ASSOCIATE PRINCIPAL.

CAROLINE A. YALE,	1873
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## STEWARD.

HENRY J. BARDWELL,	1870
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\*Deceased.

## Report of the Corporation.

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*To the Board of Education :*

GENTLEMEN: The quiet course of affairs at the Clark Institution, from one year to another, does not enable us to vary much from the reports recently presented to your Board concerning the school maintained here. The general facts are the same from year to year, though the number and the names of pupils or instructors may change. It may therefore be proper to introduce here some statements concerning the principles upon which our school is conducted, as these have been presented by gentlemen of the Corporation, who have spoken at the public exercises near the close of the school year, in 1880, and in 1882. On this occasion, the present year, (when the order of exercises was as given in the annexed Report of the Principal), the President of the Clarke Institution said, among other things :

Thanks to our patient, accomplished teachers, and to the founder of this school, whose benevolent face smiles on us from this canvass, the world is no longer a lonely place, a sealed book, to these children of the Clarke Institution. By long instruction and by their own diligence and sprightliness of mind, they have either learned, or they will learn, what other children gain from books and school exercises,—and also, what often seems more important, to themselves and to their friends, the power of speech,—not by expressive gestures merely, and motions of the face and fingers, but by the utterance and perusal of the lips. If their voices seem strange or imperfect to us, we must remember that the choice was between this broken language and no speech at all,—and that the accents which may convey little meaning to us, will often give clear expression and the most welcome music to the ear of a mother, a sister or a friend.

Yet priceless as the restored gift of speech seems to those who best know how to prize it, and indispensable as we find it for

the daily lessons of our school, it is not for this alone, or chiefly that we value the instruction and discipline of this Institution. Articulation is our method, and intelligible speech is one of its results,—but we hope to show you, by the exercises of to-day, that the mental training, the persistent study and reading pursued here, give also that more important result of general education, from which, until within a hundred years past, the blind and the deaf were almost wholly cut off, and which can only be acquired in its fulness, by the use of that wonderful instrument of divine power—human language. Such merit as our system of instruction possesses is derived from the use we make here of words, and from the fact that our pupils pursue, though with slower steps, the same path which has led the wisest men and the wittiest women to wit and wisdom. The old Athenian orator, while praising the greatness of his city in arts, in commerce and in arms, at the period when Athens was foremost in Greece, and in the world, ascribed this pre-eminence chiefly to skill in the use of words, by which, he said, all the triumphs of the human intellect are won. If we cannot quite subscribe to this orator's exaltation of his own special art, we must yet confess that the peculiar excellence of our school and its methods rests upon the iteration, reiteration, combination and indoctrination of words.

Mr. Dudley, Chairman of the School Committee, had remarked at more length in 1880 on this feature of the instruction given at the Clarke Institution ; and the whole of his remarks may properly be cited here.

#### ADDRESS OF MR. DUDLEY IN 1880.

Probably there are persons present here to-day, who will go away disappointed. They will be able to understand but a part, perhaps but a small part, of what the pupils shall say ; and there will be lurking in their inmost thought the query whether this Institution hasn't undertaken the impossible ; and whether a large amount of time, labor, and money, isn't half wasted here. Compared with the articulation of hearing persons, it must be confessed that that of most of these pupils is but an indifferent thing. But, compared with the stillness of the grave on the part of human beings not in the grave, it is a different thing ; and to parents, brothers, sisters, friends, and employers, who soon come to understand them perfectly, it is a precious thing.

A mother fully understands, and heartily enjoys, the half-articulate prattle of her infant, and isn't greatly disturbed be-

cause outsiders can't make much of it. A wooden leg is but a pitiful semblance of bone, nerve, and muscle; it would make but a poor figure in the dance, and it wouldn't look well beside a statue of Apollo; but so long as it furnishes locomotion, and answers most of the purposes of a limb, nobody quarrels with it. A glass eye is utterly useless for vision, but it does fill what would otherwise be a hideous void, and it does enable its possessor to hold up his head, and seemingly, to look people in the face. There is more even in this than is generally supposed. I have sometimes thought that the poorest articulation pays, in the increased self-respect and happiness of the pupil. Said a little girl who had been silent more than ten years, and had then broken out in speech, "I am like other people now;" and the radiant face and the beaming eye showed a consciousness of elevation in the scale of being. It was a real elevation.

The first time I ever visited an Institution for the Deaf, was before articulation and lip-reading as possibilities for them, were known to me. I supposed there was but one way of dealing with them, and that by signs. Of course, I had no prejudice nor partiality with respect to systems, and the impression I received was an unbiased impression. As I entered the precincts of the Institution, I found a host of children on the play-ground. Those nearest turned and looked at me with a downcast, pensive look which seemed to say, "Oh, you have come to see the unfortunate; you have come to see young creatures human in shape, but only half human in attributes; you have come here much as you would go to a menagerie to see something peculiar and strange." No idle curiosity had brought me there, and in view of the errand on which I had come, their faces made me feel sadder than they looked.

A few years later this school was established, and was in full operation on my premises, now called Shady Lawn. One forenoon at recess, when the children were out on the play-ground, I was standing on the avenue which leads from the street to the play-ground. An elderly, gray-haired, venerable looking stranger came up the avenue and said to me, "I perceive that I have been misdirected." Said I, "In what respect, Sir?" Said he, "I asked the way to the Deaf-mute School in this town, and somebody has directed me to one of the public schools." Said I, "What makes you think so, Sir?" "Why," said he, "these



children are talking and laughing just as merrily and just as noisily as hearing children ; I take it that is not the way with deaf mutes." My reply was, "No, Sir ; it is not the way with deaf-mutes ; it *is* the way with the deaf when they have *ceased to be mute*, and this is the school you are in quest of." I could hardly get him to believe me. That stranger was the Rev. Dr. Joshua Leavitt, the old time, noted champion of anti-slavery.

The inference from all this is, not that *every* articulating deaf child is self-respecting and happy, and *every* non-articulating deaf child, otherwise, but that the natural drift and tendency of the two different systems of training, is in these different directions. It is sometimes said that *signs* are the *natural language* of the deaf, and therefore the only language proper to be attempted with, or by, them. It is true in some sense that signs are their natural language, because it is natural for all persons when they can't do as they would, to do as they can. Deaf children must and will communicate in some way ; if not in the best way, then in the next best. Signs are largely natural to us all, and we all use them more frequently than we are aware. But speech is a great deal more natural even to the deaf. I do not say more easy ; I do not say more practicable ; I do not say even that, at present, speech ought to be attempted with, and by, *all* deaf children. But I do say that the strongest drift and tendency of nature, is in this direction. The deaf, when not partially paralyzed by disease, have just the same, and just as good, organs of speech as hearing persons. The deaf infant cries just as loudly and just as lustily as any other infant. Deaf children, both at home and at school, have a constant propensity to break out in vocal sounds, generally disagreeable to be sure, because unheard by themselves, and therefore unregulated. But *why* these half involuntary, half unconscious, vocal outbreaks? Because nature in a human being *will have vocal utterance* ; if not articulate, then inarticulate. Laura Bridgman, being both deaf and blind, of course had no more conception of sound than she had of color. Much less had she any conception of sounds *i. e.* spoken words as standing for persons or things. Yet she had what she called her "noise" for every individual of her acquaintance, and that noise she would make whenever the individual was present in her thought, whether present in person or not.

Now what did she understand by "noise?" Nothing that

ever reached her ear ; nothing that we understand by it ; nothing but the *conscious action of certain muscles of the mouth, throat, and nasal cavities, i. e.* the conscious action of her *vocal organs*. Now if she could contrive a separate and specific action of her vocal organs for every individual of her acquaintance, then she could have contrived a separate and specific motion of her hands and arms, *i. e.* a separate sign for every individual of her acquaintance. Why didn't she ? Because it was a more natural thing and a more spontaneous thing, even for her, to designate her friends by the muscular action of her vocal organs than by the muscular action of her hands and arms, *i. e.* by articulation than by signs

But is there not difficulty and uncertainty in understanding this limping articulation and these subtle motions of the lips ? Yes, frequently, perhaps generally, as between these children and total strangers, especially of the bearded persuasion, but not as between these children and those with whom they are brought into daily contact. I am sometimes sorely puzzled to know what some stranger has undertaken to say to me by letter, but when I become familiar with that stranger's handwriting, my difficulty ceases. So with these children. It should be remembered that they are being trained, not for orators nor elocutionists, but for the daily contacts of self-supporting lives, and to bring gladness in place of sadness into many a sorrowing household.

After all, in my view, articulation and lip-reading are not the best part of the work which this Institution is accomplishing. The great thing for these unfortunates is, to take them young, and to make the English language their vernacular, thereby rendering all English literature available to them, and thereby making the same culture possible to them that is possible to hearing children. Dr. Johuson used to say that "a good deal could be made of a Scotchman if he were caught young." So, other things being equal, just as much can be made of a deaf child as of any other child, if the beginning be early enough and the persistence be long enough. But before the Clarke Institution was established, no deaf child younger than twelve years of age was *desired* at any Institution in the country, and no deaf child younger than eight would be *received* at the only Institution for the deaf in New England. There isn't a hearing person before me who didn't learn our mother tongue in a mother's lap

without conscious effort, before becoming eight years of age. What a hardship, what a cruelty, that children whose education must needs be a long and up-hill business at the best, should not begin that education, and should be kept in utter ignorance, in utter isolation and desolation of soul till an age when hearing children have already acquired the most essential part of their education ! “ Feed my lambs,” said the Master. If such as these are not his lambs, where shall we find them ? Of the eighty-two pupils whom you see before you, forty-seven were less than eight years of age when admitted, and nine were less than six years of age.

Then again, prior to the year in which this Institution was established, signs were in this country universally the *a b c* of all deaf-mute education. Even in the semi-mute and semi-deaf, speech attained and hearing possessed, were ignored, and they were dealt with by signs. All elementary instruction was given in signs. Persons and things were designated by signs. Pupils came to *think in signs*. Now this sign-language, although a blessed thing for persons incapacitated for any other, is *in itself*, inverted, disjointed, illogical, inaccurate, totally unlike written and spoken language. It has no affinity for or with the language of books. To a person accustomed to think in signs, the English language becomes an exotic ; it does not take root deeply and kindly in such soil. Hence most of the graduates of the old Institutions feel with respect to English books just as nine-tenths of our college graduates feel with respect to Greek and Latin books ; there is a blur over the books ; there is dimness and obscurity in them. The graduates can’t read them with facility, pleasure, and profit, and so don’t read them at all. Hence, when schooling ceases ; progress ceases. But let the English language have been made their vernacular, and self-culture may continue while life continues.

The friends of this Institution feel that they have more reason for encouragement and self-gratulation than ever before. Within three weeks, a three days’ conference of some thirty Principals of Deaf-mute Institutions in this country and Canada, has been held in this very room. Among the thirty, were a few veterans in the service who, fifteen years ago, scouted the idea of educating the deaf in and by articulation, and who predicted the speedy and humiliating failure of any such attempt. But such

has been the success of this and some other schools, that in the Conference, the *propriety and duty of educating some* of the pupils of *every* Institution by the new method, had become a postulate with all. The most obdurate of unbelievers had been convinced. Others, one in particular, who came to criticise, went away to eulogize.

There are present here to-day, widowed mothers who have come to see their children graduate. I know that their hearts respond to every word that I have said. I congratulate them, and I am sure that they feel in some small degree as did the widow of old, when an only son believed to be dead, "sat up and began to—SPEAK."

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The letters quoted by Miss. Rogers in her report, from former pupils who have gone forth into society, and are communicating by speech with their families and with strangers, show what is our experience in that particular. These letters were read at the graduating exercises on June last,—and, after remarking upon them as they were read, one by one, the President said :

With such information as this from our former pupils, and and with the grateful assurances of the parents and friends of the pupils now in our school, we have every reason to be encouraged in the difficult work that Miss Rogers and her associates have here undertaken. For we wish you to understand that this little empire on Round Hill, like the great British empire, is governed by a woman ; and that the work done here has been almost wholly by women. The gentlemen of the Corporation and those who manage the pecuniary affairs of this Institution, are only too glad to commit the management of these children and the incessant task of their education to the patient hands, the active tongues, and the conscientious fidelity of women, without which we could never have hoped for success. If you look at the motto of this graduating class of 1882, you will read that "Trifles make Perfection," but that is only one half of the saying. The other half is, "And Perfection is no Trifle." If the detail and daily routine of this school seem to be made up of trifles—of small matters again and again repeated—let us remember that perfection in a difficult task is often the result, and let us be grateful for that self-denying spirit, that patience and perseverance which have wrought these trifles, and this drudgery of instruction into such a pure and perfect work, as we hope you will see to-day.

## CLARKE INSTITUTION.

The Convention of the Association that the Tenth Conference of Deaf-mutes of the Deaf, which met at Jacksonville, Virginia, last, should be attended by one or more persons representing the Clarke Institution, the circumstances rendering it imperative to our regret. We had with satisfaction witnessed interest and enthusiasm and the greater harmony of opinion which were seen there.

A Rogers has at last received from the estate of the late Anne Green, one of the first pupils of this school, a small legacy of one hundred dollars to be for the benefit of future pupils. It was the first request made in aid of the Clarke Institution, for the benefit of its Deaf-mutes and it should be noted, not so much for the amount, as for the spirit of gratuity and collection which it evoked. The sum received was \$481.57, which has been placed in trust by Miss Rogers to accumulate. The request\* was \$2000 and that amount passed into the hands of the executor, but only the sum named above was paid over to Miss Rogers, and that, ten years after the proper time.

The whole number of pupils at the Clarke Institution during the year ending Sept. 1, 1882, was 41, the average number 38. The sum of expenses have been \$28,006.40; the other expenses of the year \$2,045.57; including a payment on the debt amounting to \$1,483.01; as shown in the Financial Statement on a subsequent page. The finances of the Clarke Institution appear to be in good condition; and the school has opened for the ensuing year with the usual prospect of a quiet and successful course.

We would return our thanks to Dr. Knowlton for professional services; to the Connecticut River and Boston and Albany railroads, for carrying members of the Institution at reduced fares; also, to the publishers of the "Hampshire Gazette," "The Deaf-mute Journal," "Kentucky Deaf-Mute," "The Index," "The Freedom Gazette," "The Nebraska State Journal," "Our Record," "Loving Animals," "Kansas Star," "The Tablet," "The

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\* I give and bequeath unto Hattie B. Rogers of Billerica, Massachusetts, the sum of two thousand dollars, in trust however, to and for the use and benefit of the Clarke Institution, located at Northampton, Mass. Said sum is to be absolutely at the disposal of said Hattie B. Rogers, and she is to pay out the same in such manner and at such times as she may see fit."

Deaf-Mute Mirror," "Mute's Companion," "The Deaf-Mute Press," "Deaf-Mute Record," "Vis-A-Vis," "Wisconsin Deaf-Mute Times," "Deaf-Mute Hawk-Eye," "Maryland Deaf-Mute Bulletin," "Deaf-Mute Optic," and the "Texas Mute Ranger," for the gratuitous contribution of their papers to our Institution the past year. We are also indebted to friends for two Christmas gifts of \$5 and \$10.

For the Corporation,

F. B. SANBORN, *President.*

NORTHAMPTON, Oct. 11, 1882.

# Financial Statement

## OF THE CLARKE INSTITUTION,

FOR THE YEAR ENDING AUGUST 31, 1882.

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### RECEIPTS.

From Clarke Fund,	\$16,803.51	
“ Lippitt “	30.00	
“ Whiting Street Fund,	45.00	
“ State of Massachusetts,	13,527.43	
“ other States and pupils,	4,411.00	
“ Cabinet-shop, Farm and Stable,	184.53	
	<hr/>	\$35,001.47

### EXPENDITURES.

#### CURRENT.

For Salaries and Wages,	\$13,894.55	
“ Groceries and Provisions,	6,729.24	
“ Furnishing,	654.49	
“ Fuel and Lights,	4,652.48	
“ Repairs,	853.46	
“ Cabinet-shop,	657.13	
“ Farm and Stable,	542.64	
“ School incidentals,	174.19	
“ General incidentals,	838.72	
	<hr/>	\$28,996.90

#### SPECIAL.

For Lippitt and Street Fund,	\$67.00	
“ Prizes from Lippitt Fund,	8.00	
“ Insurance,	152.50	
“ Interest,	1,094.06	
“ Payment on debt,	4,683.01	
	<hr/>	\$6,004.57
Debt, September 1, 1882,	\$13,000.98	\$35,001.47

## Report of the Principal.

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*To the Corporators of the Clarke Institution.*

GENTLEMEN: The following Report is submitted for the year ending September 1, 1882: During this year there were ninety-one different pupils, from five to twenty years of age. The average number was eighty-eight. Of the whole number, seventy-four were from Massachusetts, four from Vermont, three from New York, two from Indiana, and one each from Canada, Maine, New Hampshire, Connecticut, New Jersey, Ohio, Iowa, and Utah. Fourteen of the pupils were semi-mutes, only six of whom could read when they entered school; five were semi-deaf, but only one used connected language. In course of the year, seventeen new pupils, from five to eighteen years of age, entered school. Three of these were semi-mute, and three were semi-deaf. One of the semi-mutes could not read, and two of the semi-deaf had no use of connected language. Of the other eleven, a part were born deaf, and the remainder lost hearing so young that they were virtually congenital mutes. "Visible speech" has been used in all classes.

### PRIMARY SCHOOL.

During the year sixty-one pupils, between the ages of five and seventeen years, were instructed in this department. The pupils of this school have been arranged in six classes. Fifteen new pupils entered at the opening of the year in September, 1881, eight girls and seven boys, from five to seventeen years of age. Of these, ten, Erving Cargill, Charles Carrigan, John Habert, James Grady, Samuel Pavett, Alice Weeks, Bertha Marvel,



Carrie Wordell, Alice Ware and Lucy Weeks, with two former pupils, Barbara Ewig and Maria St. John, formed the lowest, or Class F. They have been taught articulation and written language, and have had various Kindergarten exercises.

The remaining five, Clara Howson, Jennie Mitchell, John Mountford, Thomas O'Neill and Annie Wordell, were older than the others, and had gained some little knowledge, either at home or in school. It was therefore possible during the year to fit them to enter higher classes of this department.

#### CLASS E.

This class numbered nine, Margaret Beatty, Clement Berry, Charles Fahrenholz, Agnes McSheehy, John Melodey, Charles Morris, George Richardson, John Wheel and Annie Wordell. The exercises of the class have been in simple language, both spoken and written, such as commands, questions on natural objects and on pictures, description of pictures, journals, writing from actions, reproductions from memory, asking questions, and reconstruction of sentences.

#### CLASS D.

This class has contained eleven pupils, Alice and Dora Berry, Annie Condon, Hettie Deyoe, John Kirby, Julia Lincoln, Willie Potter, Edward Putnam, Freddie Shoughrow, Mark Ward and Elmer Wood. The exercises in language of this class have been similar to those of Class E. They have also had instruction in numbers.

#### CLASS C.

This class numbered twelve, Arthur Clancey, Sarah Gilboy, Belle Harty, John King, Mary Mahoney, Hugh McKeag, William Mealey, Jennie Mitchell, Thomas O'Neill, David Quinn, Alma Reynolds and Rufino Silva.

The language exercises of this class were similar to those of the preceding classes, but of a more advanced grade. They have used Peet's Language Lessons, Reimer and Wilkie's Exercises on Pictures, and have studied arithmetic.

#### CLASS B.

This class of ten consisted of George Chaffee, Dannie Gould, Jeremiah Hallissy, Mary Martin, Alice McGee, John Mountford,

Lillian Mowry, Willie Nichols, William Woodard and Florence Young.

In addition to general language exercises, this class have used Peet's Language Lessons, the Exercises on Pictures, and have studied geography and arithmetic.

#### CLASS A.

This class, the highest in this school, has numbered seven, Mary Castle, Clara Howson, Hettie Langley, Frank Nolen, Herbert Pratt, William Smith and Nellie Thompson. They have studied Latham's Reader, "Supplementary Reading, First Book," Felter's Primary Arithmetic, and geography, have had lessons on natural objects, description of pictures, journals, conversation, letters and grammatical symbols.

The classes of this department have spent from one to two hours daily in special work in articulation and lip-reading. All have had instruction in penmanship and drawing. The three older classes have had instruction in Sunday School. All have been present at morning devotions.

#### GRAMMAR AND HIGH SCHOOL.

There were thirty pupils in this department. They varied in age from ten to twenty years, and formed four classes, according to their varying attainments. Only two of the new pupils, Susan Kidder and Lucy Swett, entered this school. They came more especially for lip-reading and to improve their articulation. Lucy Swett had always attended the public school, and at the close of the year we advised her returning to it. (She has since entered a High School.)

An hour daily has been given to special work in articulation and lip-reading. The pupils have written letters every three weeks. Two hours a week have been devoted to drawing from objects and casts. All have had instruction in Sunday School.

#### FOURTH CLASS.

This class consisted of Mary Ames, Nellie Hayward, Michael Murphy, Albert Weinhold, Wilfrid Wise, Alonzo Zabriskie, pupils promoted from the Primary School, and Grace Lendall.

They studied Latham's Reader, geography and arithmetic; had exercises on Reimer and Wilkie's picture cards, in grammatical symbols, and in spelling and forming sentences on words. They had lessons on natural objects; wrote descriptions of pictures, journals and compositions.

#### THIRD CLASS.

This class of ten consisted of Susan Kidder, Mary Moors, Florence Richardson, Arthur DesRochers, Henry Corless, Arthur Higley, Charles Poor, and three promoted from the Fourth Class, Annette Pearl, Barclay Adams and George Zimmer.

They have studied arithmetic, geography, reading and spelling; have had exercises in forming sentences on words, exercises on Reimer and Wilkie's picture cards, in grammatical symbols, in Lillienthal's "Things Taught," and have had lessons on natural objects. They have written journals and compositions.

#### SECOND CLASS.

This class of eight consisted of Edith Houghton, Etta Lincoln, Annie Mullen, Edith Scovill, Edith Shepherd, Lucy Swett, Eugene Richardson and Carlton Underwood. They have studied arithmetic, geography, grammar, reading and spelling, English History, Lillienthal's "Things Taught," and Hooker's "Book of Nature." They have written compositions, and have given some time to the news of the day.

#### FIRST CLASS.

This class consisted of Anna Gates, Emma Russell, Nellie Tucker, Frank Bunn and Thomas Mitchell. They have studied arithmetic, geography, reading and spelling, Universal History; have had the elements of physical geography, botany and natural philosophy. They have had lessons concerning eminent men, general lessons and newspaper items. Frank Bunn and Thomas Mitchell, being semi-mutes, and not needing to spend time on language exercises, were able to take studies outside the Common Course. They have studied algebra, chemistry and English history.

This class having completed the Grammar Course of study, four of them, Anna Gates, Nellie Tucker, Frank Bunn and Thomas Mitchell received certificates of graduation on June 22. At the public exercises of that day the following was the

#### PROGRAMME.

Prayer, Rev. Mr. Lathe.

Opening remarks, by the President.

#### *Exercises of the Primary School.*

Articulation and Language,	.	.	.	.	Class F.
"Little Drops of Water,"	.	.	.	Pupils from Class D.	
Numbers,	.	.	.	.	Class B.
"Twinkle, Twinkle, Little Star,"	.	.	.	Pupils from Class C.	

#### *Exercises of the Grammar Department.*

Recitation—"The Commandments,"	.	.	Third Class.
Recitation in Natural Philosophy,	.	.	Graduating Class.
Composition,	.	.	Frank Bunn.
Composition,	.	.	Anna Gates.
Reading—"The Pilot," (John B. Gough,)	.	.	Nellie F. Tucker.
Composition,	.	.	Nellie F. Tucker.
Composition,	.	.	Thomas F. Mitchell.
"Now I Lay Me,"	.	.	Florence Young (Primary School.)

Presentation of certificates.

Presentation of prizes.

The Lord's Prayer, in concert.

The compositions of the Class, which were written without assistance or suggestion, are left uncorrected. They are inserted in the Appendix to this Report.

No pupils pursued the High Course this year.

From the Jeannie Lippitt Fund, Herbert Pratt, of Fitchburg, received the first prize for improvement in penmanship and use of language, and Florence Young, of Salt Lake City, the second.

#### REPORTS FROM GRADUATES AND OTHER PUPILS.

The following extracts are from letters received by our Memorial Society. The first are from letters of pupils who were either congenitally deaf, or had no language when their instruction began.

"I must now write to you something my speech and lip-reading. They are about the same as they were last year. Every girl in the packing-room, where I am still working, understands every word I say. The foreman understands me in everything. I can understand him. I earn five dollars a week. I expect to make one dollar a day soon." A dressmaker in England writes: "I work from eight in the morning to eight at night, so you see that there is little time left for my recreation. I do not know whether I have gained in lip-reading and speech, but I think I have gained more in lip-reading than speech. My mother, sisters and brothers say that my speech is very good, and they can understand every word I say. My employers can understand all I say, and I can read their lips well." A steel engraver writes: "I hardly know what to say in regard to my speech and lip-reading. Of lip-reading, I understand my acquaintances readily. Sometimes I feel that I have improved; sometimes I do not. On the whole, I think I have rather gained than lost. Of my speech, I think it is about the same as a year ago; I had rather talk just the same than to lose." One who makes herself useful in her home says: "I think my lip-reading is quite as good as when I left school. I very seldom misunderstand my friends. My friends say I talk as plainly as ever. There was a lady visiting my aunt's last Fall. I went there for an errand, and was introduced to her. I found that she knew a friend of mine living in Boston, so of course I had to sit down and talk about her, and expected to have some difficulty in making her understand me, which I dreaded very much; but to my surprise, she understood every word I said. Before her visit was over, we were very good friends." One working in a watch factory says: "Many of the people told me that I talked better this year than I did last year. I believe I improved very little in talking. Lip-reading is very good. I have worked in the watch factory for two years, and I think I shall work there for many years." One who is continuing her studies at home writes: "I have met many people whom I never saw before, and they understand me perfectly. I have no trouble in talking with any one. It always makes me very glad, for I know that I have improved very much since I left school. I think I have a better use of language." A dressmaker in a Western State writes: "I am well understood by many, and it is seldom I have to use pencil and paper."

A young man who has worked steadily for two or three years at a depot, unloading stone from teams to cars, writes: "I get one dollar and seventy-five cents a day. We have got a new home, and I am working as hard as ever to pay for it." He has not lost in speech, and has improved in lip-reading. He had some hearing and spoke some words when he came to school.

A young man partially deaf, who talked and read the lips before coming to school, is proprietor of a newspaper. He writes: "My articulation is about the same as formerly."

A young woman, partially deaf, who has worked in a whip shop for the past two years, writes: "I cannot hear as well as I could when I left school, unless a person speaks close to my ear, though I read the people's lips more than I did. My voice has been very weak." The weak voice probably arises from ill health. Another writes: "My speech and lip-reading remain about the same."

A young man who became deaf at five and a-half years writes: "Last November I found a situation in Hartford, with the Arms Pocket Book and Diary Company. At present there is not much work to be done there, and I find something else to do at home, and I am glad I took the trouble to know something of book-keeping. The work I do at home is closing up a set of books for a man who has gone out of business. I occasionally see evidences of the superiority of lip-reading and articulation for deaf people over that of signs. Two deaf mutes have become residents of this town. One goes to Hartford every day; sometimes both go; and when I see them talking together it makes me feel that I ought to be thankful that I can talk, and it sometimes makes me forget that I am deaf, because I can talk with other people."

A young lady who became deaf at seven writes, "I am doing the same work as last year—keeping house at my brother's. About my speech and lip-reading, I cannot say whether I have lost or gained in my speech; it seems about the same. I *know* I have not lost in lip-reading."

A young lady, who became partially deaf at nine, writes for *Wide-Awake* and other periodicals. She has not lost in speech. During the short time she was in school, with imperfect eyesight, she acquired no facility in lip-reading, and cannot depend upon it at all. A wood-engraver, who became deaf at five, has

improved in lip-reading, while his articulation remains about the same as last year.

Of four young ladies who became deaf between ten and eleven years of age, two, during different parts of the year, have taught in our Institution. They have not lost in speech and lip-reading. A third writes: "Of my articulation and lip-reading I can only say that I do not think that I have either lost or gained much. I very seldom find any difficulty in making myself understood, but some strangers I find it hard to understand. As time passes, I feel more and more thankful for the advantages I had in your school." The fourth writes: "Last October I joined a 'Society for the Encouragement of Study at Home.' My correspondent is a lady in Philadelphia. I have taken but one study this year—Art. I find the study most delightful, and my teacher has already obtained a strong hold upon my affections." Speaking of her work—dressmaking—she writes: "It takes me into homes where I learn much of life, and being thrown so constantly among strangers I find myself becoming more expert in lip-reading every day. I cannot tell so well about my articulation, but I have no difficulty in making myself understood."

The above includes reports from all who have written this year to our Memorial Society. The young lady, spoken of in our last Report as attending school with hearing pupils, went through the year successfully, and expects this year to attend a young ladies' boarding school. The improvement so generally made in lip-reading, after leaving school, is a source of great pleasure and encouragement.

Respectfully submitted,

HARRIET B. ROGERS.

NORTHAMPTON, Oct. 5, 1882.

## COURSES OF STUDY.

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### *Primary Course.*

Kindergarten Exercises.  
Articulation.  
Writing.  
Language.  
Arithmetic—(the four elementary rules).  
Geography.  
Manual of Commerce.  
Drawing.

### *Common, or Grammar Course.*

Articulation.  
Language.  
Arithmetic (mental and written), through interest.  
Geography.  
Manual of Commerce.  
History of the United States.  
Outline of General History.  
Lessons on General Subjects.  
Elements of Grammar.  
“ “ Physiology.  
“ “ Zoölogy.  
“ “ Botany.  
“ “ Natural Philosophy.  
“ “ Physical Geography.  
Drawing— { Free Hand.  
                  { Object.  
                  { Designing.



*High Course.*

Articulation and Elocutionary Exercises.

Arithmetic (completed).

Algebra.

Geometry.

Physiology.

Zoölogy.

Botany.

Geology.

Physical Geography.

Astronomy.

Natural Philosophy.

Chemistry.

History (Ancient and Modern).

Grammar and Analysis.

Rhetoric.

English Literature.

Political Economy.

Psychology.

Drawing— { Object.  
Instrumental.  
Crayoning or Water Colors.

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*In order to graduate, pupils must have seventy-five per cent. in the semi-annual examinations of the last two years of the course.*

# ORDER OF THE DAY

## AT THE CLARKE INSTITUTION.

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Rise,	6 A. M.
Breakfast,	6 $\frac{1}{2}$ A. M.
Boys work in cabinet shop,	7 to 8 $\frac{1}{2}$ A. M.
Devotional Exercises,	8 $\frac{1}{2}$ A. M.
School,	9 to 12 A. M.
Dinner,	12 $\frac{1}{2}$ P. M.
School,	2 to 4 P. M.
Girls sew, larger boys work in cabinet shop,	4 $\frac{1}{4}$ to 5 $\frac{1}{2}$ P. M.
Supper,	6 P. M.
Study-hour and prayers,	7 $\frac{1}{4}$ to 8 $\frac{1}{2}$ P. M.
Retire,	8 $\frac{1}{2}$ P. M.

The younger children rise at 6 $\frac{1}{4}$  A. M., and retire at 7 P. M.

## SUNDAYS.

Attend various churches with teachers and attendants.

Sabbath school lesson and reading with the teachers in the afternoon.

The more advanced pupils attend religious service conducted by one of the teachers in the following manner :

Scriptural Invocation.

Hymn.

Prayer.

Sermon.

Extempore Prayer.

Hymn.

Doxology.

The pupils join audibly in the service.

# Names, Residences, etc., of Pupils, for the Year Ending September 1, 1892.

NAME.	RESIDENCE.	Time and Place of Inoculation Having Inoculation	Time of Recovery	Age at Time of Admission	Character of Disease
Adams, Robert Barclay	Northampton	Private teacher, at home	Sept. 1873	12 yrs 1 mo	Inflammatory group in infancy
Ames, Mary E.	Lyons	.....	Sept. 1871	5 yrs	Cerebro-spinal meningitis at 3 yrs; lost up
Beatty, Margaret	Janetown, Pa.	.....	Sept. 1874	5 yrs 8 mos	Congenital.
Berry, Alice M.	Cambridgeport	.....	Sept. 1874	5 yrs 6 mos	Congenital.
Berry, Doris F.	Cambridgeport	.....	Sept. 1874	6 yrs 4 mos	Congenital.
Berry, Clement K.	Spencer	.....	Sept. 1881	11 yrs	Cerebro-spinal meningitis at 1 yr 6 mos
Bunn, Frank	Maquoketa, Iowa	.....	Sept. 1881	11 yrs	Spinal meningitis at 7 years
Carroll, Erving H.	Monon	.....	Sept. 1881	6 yrs	Illness at 3 years; lost speech
Carroll, Charles	Littleton	.....	Sept. 1881	5 yrs	Congenital.
Castle, Mary	Holyoke	.....	Sept. 1873	10 yrs	Congenital.
Chaffee, George O.	Greenville, Conn.	.....	Sept. 1870	8 yrs	Brain fever at 1 year; 4 months
Clancy, Arthur H.	Cincinnati, Ohio	.....	Sept. 1870	7 yrs	Cerebro-spinal meningitis at 9 yrs; lost up
Condon, Annie M.	Worcester	.....	Sept. 1874	6 yrs 8 mos	Brain fever at 8 years; lost speech
Corless, Henry P.	Turners Falls	.....	Sept. 1873	7 yrs 10 mos	Spotted fever at 9 yrs 6 mos; lost speech.
Des Rochers, Arthur C.	Brandon, Vt.	.....	Sept. 1874	8 yrs 1 mo	Brain fever at 1 year
Doyoe, Hattie B.	Bacon Hill, N. Y.	.....	Oct. 1881	6 yrs 6 mos	Congenital
Ewig, Barbara	Springfield	.....	Sept. 1870	10 yrs	Spotted fever at 1 year
Fahrenholz, Charles R.	East Boston	.....	Sept. 1874	6 yrs 8 mos	Spotted fever at 4 years; lost speech.
Gilbey, Sarah	Boston	.....	Sept. 1874	7 yrs 4 mos	Spotted fever at 1 year; 6 months
Gould, Annie W.	Agua, Ind.	.....	Sept. 1874	6 yrs 6 mos	Spotted fever at 1 year; 6 months
Grady, James	Lowell	.....	Sept. 1874	6 yrs 6 mos	Spotted fever at 1 year; 6 months
Hall, John	Northfield	.....	Sept. 1874	6 yrs 6 mos	Spotted fever at 1 year; 6 months
Hallway, Jeremiah	Agua, Ind.	.....	Sept. 1874	6 yrs 6 mos	Spotted fever at 1 year; 6 months
Hart, Belle P.	Agua, Ind.	.....	Sept. 1874	6 yrs 6 mos	Spotted fever at 1 year; 6 months
Hayward, Nellie M.	Agua, Ind.	.....	Sept. 1874	6 yrs 6 mos	Spotted fever at 1 year; 6 months
Higley, Arthur L.	Agua, Ind.	.....	Sept. 1874	6 yrs 6 mos	Spotted fever at 1 year; 6 months
Houghton, Edith F.	Agua, Ind.	.....	Sept. 1874	6 yrs 6 mos	Spotted fever at 1 year; 6 months
Howson, Clara E.	Agua, Ind.	.....	Sept. 1874	6 yrs 6 mos	Spotted fever at 1 year; 6 months
Kelley, Alice G.	Agua, Ind.	.....	Sept. 1874	6 yrs 6 mos	Spotted fever at 1 year; 6 months
Kidder, Susan R.	Agua, Ind.	.....	Sept. 1874	6 yrs 6 mos	Spotted fever at 1 year; 6 months
King, John W.	Agua, Ind.	.....	Sept. 1874	6 yrs 6 mos	Spotted fever at 1 year; 6 months
Kirby, John	Agua, Ind.	.....	Sept. 1874	6 yrs 6 mos	Spotted fever at 1 year; 6 months
Landall, Grace N.	Agua, Ind.	.....	Sept. 1874	6 yrs 6 mos	Spotted fever at 1 year; 6 months
Lincoln, Ellen Etta	Agua, Ind.	.....	Sept. 1874	6 yrs 6 mos	Spotted fever at 1 year; 6 months
Lincoln, Julia E.	Agua, Ind.	.....	Sept. 1874	6 yrs 6 mos	Spotted fever at 1 year; 6 months
Maboney, Mary	Agua, Ind.	.....	Sept. 1874	6 yrs 6 mos	Spotted fever at 1 year; 6 months
Martin, Mary F.	Agua, Ind.	.....	Sept. 1874	6 yrs 6 mos	Spotted fever at 1 year; 6 months
Marsel, Bertha	Agua, Ind.	.....	Sept. 1874	6 yrs 6 mos	Spotted fever at 1 year; 6 months
McGee, Alice	Agua, Ind.	.....	Sept. 1874	6 yrs 6 mos	Spotted fever at 1 year; 6 months
McKee, Hugh C.	Agua, Ind.	.....	Sept. 1874	6 yrs 6 mos	Spotted fever at 1 year; 6 months
McKenney, Agnes I.	Agua, Ind.	.....	Sept. 1874	6 yrs 6 mos	Spotted fever at 1 year; 6 months

Mealey, William B.	Lowell.	Sept. 1877	5 yrs.	4 mos.	Cerebro-spinal meningitis at 2 yrs. 6 mo.; lost sp.
Melodey, John	Peabody.	Sept. 1877	7 yrs.	9 mos.	Scarlet fever at 7 months; partially deaf.
Mitchell, Jeanie R.	Montreal, P. Q.	Sept. 1881	14 yrs.	5 mos.	Convulsions at 7 months; partially deaf.
Mitchell, Thomas P.	Worcester.	Sept. 1877	9 yrs.	10 mos.	Spinal meningitis at 6 years.
Moore, Mary	Fall River.	Sept. 1877	9 yrs.	10 mos.	Convulsions at 1½ years.
Morris, Charles W.	Ablington.	Sept. 1878	11 yrs.	8 mos.	Congenital.
Mountford, John T. W.	Lowell.	Sept. 1883	11 yrs.	8 mos.	Scarlet fever at 6 years 3 months.
Mowry, Lillian E.	Marlboro.	Sept. 1878	7 yrs.	6 mos.	Cerebro-spinal meningitis at 18 months.
Mullen, Annie	Brookton.	Dec. 1876	8 yrs.	3 mos.	Scarlet fever at 7½ years.
Murphy, Michael	Shelburne Falls.	Sept. 1877	7 yrs.	7 mos.	Spinal meningitis at 5 years; lost speech.
Nichols, Willie A.	Salem.	Sept. 1877	7 yrs.	1 mo.	Congenital.
Nolen, Francis R.	Burlington, Vt.	Oct. 1881	14 yrs.	9 mos.	Scarlet fever at 3 years.
O'Neill, Thomas	Randolph.	Sept. 1881	7 yrs.	7 mos.	Cerebro-spinal meningitis at 15 months.
Pavett, Samuel C.	St. Johnsbury, Vt.	Sept. 1877	8 yrs.	7 mos.	Scarlet fever at 8 months.
Peck, Charles F.	Peabody.	Sept. 1878	9 yrs.	4 mos.	Scarlet fever at 4 years.
Poor, Charles W.	Groton.	Sept. 1878	8 yrs.	3 mos.	A fall at 1 year 6 months.
Potter, Herbert P.	Fitchburg.	Sept. 1877	8 yrs.	9 mos.	Congenital.
Putnam, Edward J.	Fitchburg.	Sept. 1878	8 yrs.	9 mos.	Cerebro-spinal meningitis at 18 months.
Quinn, David.	Wiston.	Sept. 1878	6 yrs.	1 mo.	Spinal meningitis at 8 months.
Reynolds, Alma E.	Fitchburg.	Sept. 1877	5 yrs.	6 mos.	Inflammation of brain at 2 yrs.; lost sp. h.
Richardson, Eugene H.	Groton.	Nov. 1877	6 yrs.	10 mos.	Scarlet fever at 5 years.
Richardson, Florence J.	Groton.	Sept. 1880	5 yrs.	9 mos.	Scarlet fever in 8d year; partially deaf.
Richardson, George E.	Northampton.	Sept. 1870	7 yrs.	2 mos.	Congenital.
Russell, Emma M.	Hallowell, Me.	Sept. 1877	13 yrs.	5 mos.	Menses at 1 year.
Seavill, Edith C.	Hudson, N. Y.	Sept. 1877	7 yrs.	3 mos.	Abscesses in head between 6 and 7 yrs.
Silva, Rufino	New Bedford.	Sept. 1877	7 yrs.	3 mos.	Sickness at 2 years; lost speech.
Shepherd, Edith F.	Rochester, Ind.	Sept. 1873	6 yrs.	9 mos.	Cerebro-spinal meningitis at 4½ years.
Shoebrow, John Fred	Brookton.	Sept. 1879	5 yrs.	9 mos.	Spinal disease at 4 months.
Smith, William	North Andover.	Sept. 1878	6 yrs.	1 mo.	Scarlet fever at 2 yrs. 8 mos.; lost speech.
Swett, Lucy M.	Worcester.	Sept. 1880	6 yrs.	9 mos.	Scarlet fever when very young.
Thompson, Nellie	Beverly.	Mar. 1882	17 yrs.	6 mos.	Whooping cough at 6 yrs.; partially deaf.
Tucker, Nellie F.	North Brookfield.	Sept. 1877	7 yrs.	2 mos.	A fall at 2 years; lost speech.
Underwood, Carleton J.	Ayer.	Sept. 1873	10 yrs.	10 mos.	Inflammation of the brain at 6 months.
Ward Mark E.	Cambridgeport.	April 1874	5 yrs.	10 mos.	Inflammation of the brain at 6 months.
Ware, Alice L.	Worcester.	Sept. 1878	7 yrs.	1 mo.	Scarlet fever at 5 years.
Weeks, Lucy H.	Middletown, Ct.	Sept. 1881	5 yrs.	5 yrs.	Congenital.
Weinhold, Albert E.	Lawrence.	Sept. 1881	8 yrs.	4 mos.	Inflammation of ear-drums at 1½ years.
Wheel, John E.	Huntington.	Dec. 1877	8 yrs.	1 mo.	Congenital; partially deaf.
Wise, Wilfred A.	Greenfield.	Sept. 1880	9 yrs.	7 mos.	Cerebro meningitis at 2 yrs. 6 mo.; lost sp.
Wood Elmer N.	Brookton.	Sept. 1877	10 yrs.	2 mos.	Scarlet fever at 8½ years; lost speech.
Woodard, William F.	Marlboro.	Sept. 1878	6 yrs.	9 mos.	Spinal meningitis at 1 year 3 months.
Wordell, Annie M.	Fall River.	Sept. 1881	8 yrs.	5 mos.	Cerebro-spinal meningitis at 4 yrs.; lost sp.
Wordell, Carrie B.	Fall River.	Sept. 1881	8 yrs.	10 mos.	Congenital.
Young Florence P.	Salt Lake City, Utah	Sept. 1881	7 yrs.	6 mos.	Congenital.
Zabriske, Alonzo M.	Aurora, N. Y.	Sept. 1879	13 yrs.	1 mo.	Scarlet fever at 14 months.
Zimmer, George E.	Lowell.	Feb. 1880	18 yrs.	5 mos.	Congenital.
		May 1874	6 yrs.	2 mos.	Inflam. of brain at 5 yrs.; ret'd a few w'ds.

Whole number of boys, 47.

Girls, 44.

Total, 91.

## TERMS OF ADMISSION.

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This Institution is especially adapted for the education of semi-deaf and semi-mute pupils, but others may be admitted. It provides for the pupil's tuition, board, lodging, washing, fuel and lights, superintendence of health, conduct, manners and morals.

The charges are three hundred dollars a year ; for tuition alone, sixty-six dollars ; payable semi-annually, *in advance, the first week of each term.* No deduction, except for absences on account of sickness. Extra charges will be made for actual expenses incurred during sickness. *No pupil will be allowed to withdraw before the end of the second term in June, without weighty reasons, to be approved by the School Committee. The contract is for the entire year.*

The State of Massachusetts appropriates annually funds for the education of its deaf-mutes. Children aided by these funds must remain members of the school until dismissed by the proper authorities. (See State Law, back of title page). The Institution, also, appropriates the income from its funds for the aid of beneficiaries from Massachusetts, according to their need. Forms of application for the State aid will be furnished by the Secretary of the Commonwealth or by the Institution. There are two terms in the year, of twenty weeks each, with a summer vacation of twelve weeks. Pupils cannot spend the vacation at school. It is desirable to have all applications for the admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

*The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with postal cards. A small sum of money, not less than five dollars, should be deposited with the Principal, each term, for incidental expenses.*

Applications and letters for information must be addressed to Miss H. B. Rogers, Principal of the Clarke Institution for Deaf-Mutes, Northampton, Massachusetts, with a stamp for return postage. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Pupils must be at least five years old on entering the Institution, and must bring a certificate of vaccination, and a list of the diseases they have had. The Institution is not an asylum, but a school of learning ; and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and good moral habits.

Visitors are admitted Thursday afternoons.

# APPENDIX.

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## COMPOSITIONS OF THE GRADUATING CLASS.

(These were written without suggestion, and stand uncorrected.)

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### THE CHINESE BILLS.

The first Chinese bill was a bill introduced into Congress by Senator Miller of California, against Chinese immigration to the United States for a period of twenty years. The arguments in favor of its passage were, that the importation of Chinese cheap labor was detrimental to the interests of our own laboring class, and that the Chinese did not come to this country to stay as citizens, but merely to forage around, pick up what money they could and then returning home. The Chinese laborers who come to this country in companies, hire out at small wages, thereby taking work and money out of the hands of our own laboring class. This bill was passed by Congress, but was vetoed by the President. Some of the reasons given by the President for his act were, that the bill was a breach of National faith, he reviewed the treaty of 1880. He also thinks the bill was contrary to good policy. In consequence of the vetoing of Miller's first bill the residents of the Pacific Coast felt very indignant with the reception which their bill met with in the hands of the President and there came near being serious trouble between them and the Chinese who reside there. Most of the Chinese who come to the United States remain in the States along the Pacific

Coast, much to the disgust of the citizens of those States, who do not like their manners and customs of living and their willingness to work for such small wages. Before any serious trouble broke out however, Miller introduced a second bill into Congress. The second one was the same in all respects as the first one, except that the period of suspension of Chinese immigration was reduced from twenty years to ten. This bill passed both houses of Congress and received the President's signature. In the amendments made by the Senate the word "laborers" had to be construed so as to mean skilled and unskilled laborers and miners. As the bill is now a law we have probably heard the last of it.

FRANK BUNN.

JUNE 8, 1882.

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NORTHAMPTON, MAY 30, 1882.

*My Dear Friend:*

I received your nice interesting letter a few weeks ago and was very glad to hear from you. I have intended many times to write to you. I hope you will pardon me for not writing it sooner. Did Kate Dunn receive my letter lately? I hope to hear from her soon. On the thirteenth of May we went to the parlor and were entertained with games and conversation. We had ice cream and cake there. A few days after, we went to the hospital to see the deranged persons. Last Thursday night the first and second classes went to the Episcopal Church to see a bishop. Seven persons were confirmed in the church. Did you ever see a bishop? Last Wednesday we had a holiday. We went to Mount Tom and staid there all day. We saw rattlesnakes, foxes, bears, owls, eagles and stuffed birds, and we had a pleasant time. We got fatigued when we reached home. Last Saturday we were going to Amherst but it was out of the question. We shall go there sometime before we go home. We are reviewing our lessons and getting ready for examinations which will take place in two or three weeks. The grass and trees are growing green and pretty. There will be a concrete on the Round Hill very soon. The buildings in Northampton are improving.

I think Northampton will be a city very soon. About two weeks ago my friend from New York came here to see me, and remained here about one week. She invited me to ride with her and had a good time. She is still visiting her friends in Philadelphia. Last night it rained very hard and lightened and thundered. I saw the lightning last night for the first time this year. Now it is pleasant and warm. It is only four weeks more before we go home. I think the days fly very rapidly. Don't you think so? Yesterday the girls went to the woods to pick some wild flowers. We found violets, Dog's tooth violets, hepaticas, fringed polygalas, pussy feet and other flowers. Some girls went down town this afternoon to have their photographs taken. Yesterday a gentleman from California came here to visit the school. The birds fly around here every day. I do not think many people board at the hotel this summer. Last month about one hundred Methodist ministers boarded at the hotel. Miss Preston who took charge of the small boys in the Primary School went home about two weeks ago. She will go to South Africa to instruct the English and Dutch girls in the Seminary next month. Perhaps she will stay there five years. We go to the Episcopal Church every Sunday. Give my love to my friends. I hope to hear from you soon.

Goodbye,

ANNA GATES.

June 7. 1882.

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### NAPOLEON BONAPARTE.

Napoleon Bonaparte was one of the most famous generals that ever lived. He was born in Corsica. In his youth he was a poor boy and a soldier of low rank. But he fought like a great hero and soon became famous in battles and the people all over the world heard of him.

At the age of twenty-seven he married Josephine Beauharnais, widow of viscount de Beauharnais, who was guillotined in the reign of terror. Josephine was very beautiful, graceful and dignified.



In 1798 Napoleon invaded Egypt with a magnificent army and fought two great battles: the Battle of the Pyramids and the Battle of the Nile. In the former one he conquered, but in the latter one he was defeated by the Egyptians, aided by the English. The greatest English hero in this last battle was Lord Nelson. Napoleon then retreated to France where he was made First Consul of the republic.

In 1800 he crossed the Alps with a great army to Italy to conquer it. Their march was long and dangerous and they suffered greatly from hunger, cold, and fatigue, but conquered Italy at last. After this Napoleon became an Emperor of France and Josephine was crowned Empress. He was very anxious to have his son succeed to the throne after his death, but Josephine had no children. So he divorced her and married Maria Louisa and had one son. Napoleon fought many more battles and aimed to conquer the whole world as Alexander the Great did.

In the winter of 1812 he had a long campaign in Russia. He took an army of more than half a million men to capture Moscow, feeling sure that they would conquer it, but to their great discouragement they saw a fire break out all over the city and the inhabitants had fled. The French were obliged to go back to France. On their way back the march was very painful. In the night they stopped to rest and made fires to keep themselves warm and very often in the morning circles of soldiers with their feet near the ashes were found dead. The Emperor went to France in a sledge. Marshal Ney, whom Napoleon called "the Bravest of the Brave," was the last one that left Russia.

Napoleon was then banished to Elba and stayed there almost a year. Then he left the island and went to France. His old friends were very glad to see him and did not want to fight against him. So they left the army of Louis XVIII and fought for Napoleon.

At the great battle of Waterloo in 1815 Napoleon was entirely defeated and was sent to the dreary, rocky island of St. Helena to be imprisoned for life. After remaining there six years he died and was buried in the desolate island. After some years his body was dug up and carried to France and buried there.

NELLIE F. TUCKER.

June 6, 1882.

## THE IRISH QUESTION.

Of all questions now before the British Parliament, there is none so difficult to settle as the Irish. For years, there has been agitation in Ireland about the land, but nothing of importance was done by the Irish, towards securing a permanent reduction of the rents they had to pay, until the Land League was organized. The Land League was founded by Mr. Michael Davitt. Its aim is to have rents in Ireland reduced permanently, and, if possible, to get the land for the Irish. It has been supported by a fund raised at home and abroad but especially in America. One of the first things done by the English Government, to relieve the Irish, was the passage of the Land Bill of 1880. This Bill failed to do any good, and has always been regarded, by the Irish, as a sham. Some time after, the coercion Bill was passed. It gave the Lord-Lieutenant, or rather the chief-Secretary, power to arrest and imprison, without trial anybody whom he "reasonably" suspected. The latter was not slow to use the power given him, as hardly a day passed when some one was not imprisoned under the Bill.

Gladstone's Land Bill, which was passed last year, is a much better measure than the Land Bill of 1880. It authorizes the Land Court to fix fair rents, and contains some provisions for enabling Irish farmers to buy land of their landlords. There are two important defects in the Bill—the enormous expense which the Government incurs in maintaining the Land Court, and the slowness of the work of fixing rents. Of 70,000 cases which have been brought before the court, only about 5,000 have been settled, thus far, and it has cost the court \$90,000. to reduce rents to the amount of \$30,000. On account of the opposition to the Land Bill, by the Land Leaguers, the Government attempted to break up the Land League, last fall. It began by declaring the Land League illegal, and then imprisoned members of it, including the leaders. Soon after, the leaders issued a manifesto, calling on the Irish not to pay any rent until the "suspects" were released. This manifesto has, as a rule, been obeyed, and it gave no small amount of annoyance to both the landlords and the Government.

Last May, the Government changed its policy, and released several of the leaders of the Land League; at the same time

putting Earl Spencer in the place of Earl Cowper as Lord Lieutenant, and Lord Frederick Cavendish in the place of Mr. Forster, as Chief-Secretary. It then attempted conciliation, but all hope of that has been cut short by the murders of Lord Cavendish and Under-Secretary Burke. As the murderers have left no clue behind, only theories can be formed as to what party they belong. Meanwhile, the Government has brought up another coercion bill. This—the Repression Bill—gives power to the Lord Lieutenant to prevent any speeches he may think proper, power to suppress newspapers, power to expel from Ireland any foreigner whom he thinks dangerous to the public peace, power to permit police, or soldiers to search houses at any time of the day, and it abolishes trial by jury. The Bill is aimed at secret societies, but it is clear that it will fail to do much, unless the people cooperate with the Government ; and, as they will not do so, the Bill is doomed to failure, as far as the secret societies are concerned.

The Arrears Bill, which is now being considered in the House of Commons, is intended for the relief of tenants who happen to be in arrears. By its first provision it gives a free gift of one year's rent to every peasant whose rent is valued at and under £30. The rest of the arrears are to be paid partly out of the Church Fund, and partly by the peasant himself. It will do a great deal of good by preventing a large number of evictions, beside relieving the tenants of their debts.

What the future of Ireland will be, no one can safely predict, but it is pretty clear that, after the Land Question is settled, agitation will not cease. The next struggle, after the present one, will be for Home Rule, and a hard one it will be, but if the Irish persevere they are sure of success.

THOMAS F. MITCHELL.

June 8, 1882.

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From the Steward of the Inst

SIXTEENTH

ANNUAL REPORT

OF THE

Clarke Institution for Deaf-Mutes

=

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending September 1, 1883.

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NORTHAMPTON, MASS. :  
STEAM PRESS OF GAZETTE PRINTING CO.  
1883



SIXTEENTH  
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NORTHAMPTON, MASS. :  
STEAM PRESS OF GAZETTE PRINTING CO.  
1883

(Chap. 300.)

AN ACT RELATING TO DEAF-MUTES.

*Be it Enacted, &c., as follows:*

SECTION 1. No beneficiary of this Commonwealth in an institution or school for the education of Deaf-Mutes shall be withdrawn therefrom except with the consent of the proper authorities of such institution or school, or of the Governor of this Commonwealth.

SECTION 2. This Act shall take effect upon its passage. [Approved May 17, 1971.]

# CLARKE INSTITUTION FOR DEAF-MUTES, AT NORTHAMPTON.

## MEMBERS OF THE CORPORATION.

LEWIS J. DUDLEY, Northampton, *President*.  
THOMAS TALBOT, Billerica, *Vice President*.  
JULIUS H. SEELYE, Amherst, *Vice President*.  
WILLIAM P. STRICKLAND, Northampton, *Clerk and Auditor*.  
GARDINER G. HUBBARD, Boston.  
F. B. SANBORN, Concord.  
WILLIAM ALLEN, Northampton.  
HORATIO G. KNIGHT, Easthampton.  
SAMUEL A. FISK, M. D., Northampton.  
HENRY WATSON, Northampton.  
EDWARD HITCHCOCK, M. D., Amherst.

## TREASURER.

LAFAYETTE MALTBY, Northampton.

## COMMITTEES OF THE CORPORATION.

### *School Committee.*

LEWIS J. DUDLEY, <i>Chairman</i> .	SAMUEL A. FISK.	EDWARD HITCHCOCK.
HENRY WATSON.	THOMAS TALBOT.	JULIUS H. SEELYE.

### *Finance Committee.*

H. G. KNIGHT, <i>Chairman</i> .	HENRY WATSON.	WILLIAM ALLEN.
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## PRINCIPAL.

HARRIET B. ROGERS,

## INSTRUCTORS.

\*CAROLINE A. YALE, *Associate Principal*.

ALICE E. WORCESTER, *Special Teacher of Articulation*,

ANNA R. LEONARD, *Assistant* " " "

CLARA W. LATHROP, *Special Teacher of Drawing*.

RUTH WITTER.	FANNIE W. GAWITH.	ABBIE J. GANNETT.
KATHARINE FLETCHER.	MARY E. STOWELL.	REBECCA E. SPARROW.
MARTHA F. METCALF.	RACHEL C. FISH.	FANNY K. YOUNG.
MARY A. KATHAN.		

## STEWARD.

FREEMAN C. CARVER.

## MATRON.

HARRIET O. YALE.

## ASSISTANT MATRONS.

SOPHIA F. WOOD.

MARY L. ROOT.

## ATTENDANTS.

MARY N. REED.  
SARAH HASKINS.

MARY SMITH.

NELLIE MORRILL.  
M. BELLE MORRILL.

## MASTER OF CABINET SHOP.

GEORGE N. LUCIA.

## FARMER.

REUBEN ROBINSON.

## ENGINEER.

REUBEN ROBINSON.

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\*Absent most of the year.



# OFFICERS OF THE CLARKE INSTITUTION,

*From its Organization to the Present Time*

JULY 15, 1867—OCTOBER 10, 1883.

## PRESIDENTS.

	<i>Elected.</i>	<i>Retired.</i>
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	1883
LEWIS J. DUDLEY,	1883	

## CORPORATORS BY ACT OF INCORPORATION.

	<i>Elected.</i>	<i>Retired.</i>		<i>Elected.</i>	<i>Ret'd.</i>
*OSMYN BAKER,	1867	1875	THEODORE LYMAN,	1867	1868
WILLIAM ALLEN,	1867		HORATIO G. KNIGHT,	1867	
LEWIS J. DUDLEY,	1867		*JOSEPH A. POND,	1867	1867
JULIUS H. SEELYE,	1867		WILLIAM CLAFLIN,	1867	1873
GEORGE WALKER,	1867	1876	*JAMES B. CONGDON,	1867	1879
GARDINER G. HUBBARD,	1867		THOMAS TALBOT,	1867	

## CORPORATORS BY ELECTION.

	<i>Elected.</i>	<i>Retired.</i>		<i>Elected.</i>	<i>Ret'd.</i>
JOSEPH H. CONVERSE,	1868	1870	HENRY WATSON,	1875	
*JONATHAN H. BUTLER,	1868	1868	*CHARLES DELANO,	1877	1883
F. B. SANBORN,	1868		EDWARD HITCHCOCK,	1877	
J. HUNTINGTON LYMAN,	1870	1877	JOHN D. LONG,	1880	1883
SAMUEL A. FISK,	1873		WILLIAM P. STRICKLAND,	1883	

## TREASURERS.

	<i>Elected.</i>	<i>Retired.</i>		<i>Elected.</i>	<i>Ret'd.</i>
OSMYN BAKER,	1867	1869	LAFAYETTE MALTBY,	1869	

## PRINCIPAL.

HARRIET B. ROGERS,	1867
--------------------	------

## ASSOCIATE PRINCIPAL.

CAROLINE A. YALE,	1873
-------------------	------

## STEWARD.

HENRY J. BARDWELL,	1870	1883
FREEMAN C. CARVER,	1883	

\*Deceased.

## Report of the Corporation.

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*To the Board of Education :*

GENTLEMEN : In presenting the Sixteenth Annual Report of the Clarke Institution, for the year ending September 1, 1883, the Corporation will, according to custom, mention the number of pupils present at the date of the Report (Oct. 10, 1883), and will make some general observations on the present condition of deaf-mute education throughout Europe, as well as the United States. We are enabled to do this by the report of our delegate to the Brussels Congress which met in August last, and was largely attended by delegates from most of the countries of Europe ; and by the answers to a \*Circular sent out by Miss Rogers, in May last, to all the Institutions in the United States. A former President of the Clarke Institution, Mr. Hubbard, was present for several days, and Miss Caroline A. Yale, Associate Principal, was delegated to attend all the sessions, and did so. Her report on the Congress and the European Schools which she visited, will be found at the end of this Report,† and contains matters of interest to all who are concerned in the instruction of the deaf. The Congress itself was a gathering of special interest to the Clarke Institution, as the first international meeting at which we had been represented, and the first held since the voice of the European nations was so effectively heard at Milan, in 1880, in favor of the oral, or articulation method of instruction, to promote which the Clarke Institution was organized. So complete has been the triumph of the oral method in Europe, over the sign-method which still predominates in the American Schools, that no question was raised upon this much controverted

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\*A summary of the answers to this Circular will be found in Appendix B.

†See Appendix A.

point in the Brussels Congress. Our delegate had gone prepared to give the testimony of the Clarke Institution unequivocally in favor of the pure oral method of instruction, but finding the question apparently settled, Miss Yale confined herself to the following brief remarks on a secondary subject—the proper size of classes :

“An objection frequently put forward against the more general adoption of the Oral System for the education of the deaf is, that the number of pupils in a class must be so small, that the number of teachers must be greatly increased, and therefore the expense of education must be correspondingly increased. May I be allowed to protest against this? In all such matters, one must speak either from experience, or from exceedingly careful observation. Allow me to speak from an experience of thirteen years as a teacher in an oral school—the CLARKE INSTITUTION in Northampton, Massachusetts. Our school numbers eighty-five pupils, classified in two distinct schools,—a Primary School, and a higher Department. In general, I would say that there should not be more than ten in a class,—certainly not in the first two years,—but I know that later a well-graded class of fourteen may be successfully taught. I would not choose this, but I would take it, rather than adopt the other system.

In regard to the giving of religious instruction (allowing that in this, as in other matters, pupils should be somewhat graded), then twenty, forty, or even fifty, may receive religious instruction at the same time. Surely children of the first year should not receive religious instruction with pupils who have been in school six or eight years. Younger pupils should receive it as soon as they have language which can be used in giving such instruction. Our own custom is, in the higher department, to gather all the pupils on a Sunday morning for a general service. Other religious instruction is given in classes. In the Primary School, fifty children are instructed together each morning,—other religious instruction being given in classes.

Allow me in closing to express my regret that the articulationists of America were not represented at the Milan Congress, three years ago. I am very glad that it is otherwise to-day.”

From the answers to the Circular issued by Miss Rogers in the spring of 1883, we learn that of the 6232 pupils taught in the schools reporting, 1988 have been taught to articulate, or more than 30 per cent. Of these, however, only 886 are reported to be using articulation as a means of instruction, while 1105 are taught articulation as an accomplishment. The number of American teachers of articulation is 112, and is constantly increasing ; so, too is the number of pupils who are taught to

articulate. In Europe, the latter far outnumber those taught by the sign-method, and even in France, where the sign-method originated, it is now less employed than is the oral method, which closely resembles that pursued at the Clarke Institution. It is to be noted that the number above given as receiving instruction in fifty-three American Schools, is somewhat smaller than that given in the *American Annals* last January, because the figures of Miss Rogers do not represent the children actually under instruction on a given day, while the *Annals* give that and also the whole number of different pupils during the year.

In our own schools, during the year ending September 1, 1883, the whole number of pupils was 85, the average number  $83\frac{1}{2}$ , and the cost properly chargeable to the schools was about \$27,200. This gives an average yearly cost of each pupil amounting to nearly \$330. This is greater by from \$100 to \$130 than the sum paid for state pupils,—the difference being made up from the income of the Clarke Fund.

Additional land has been purchased during the past year, which increases the amount of real estate owned by the Corporation on Round Hill, though the property thus purchased still remains an undivided interest in the estate adjoining our original purchase of eleven acres. It was the judgment of the Corporation that land was needed for the more complete seclusion of our school from public travel and near neighbors, while the price paid was such as to make the property desirable even as an investment. Notwithstanding the purchase, the debt of the Corporation has been reduced by about \$5,000, and now stands at less than \$8,000. The finances of the Clarke Institution are therefore in good condition, and the schools have opened for the present year with a larger number of pupils than ever before. There are now present 90 pupils, and four are still to return of those who attended school last year. This increased number will somewhat reduce the average cost of each pupil, which yet will exceed \$300 for the year now current.

Of the pupils in attendance last year (85), 47 were boys and 38 were girls; of the 94 who stand on the list this year, 49 are boys and 45 girls. This disproportion between the sexes is customary at our institution, as in most others. Of the 85 who attended last year, 70 were from Massachusetts, 14 from other States or Territories, and one from Canada. At present we have

77 pupils from Massachusetts and 17 from other States and jurisdictions. The increase of special schools for the deaf in all parts of the country does not seem to diminish the number of outside pupils who come to us ; partly, no doubt, in consequence of the fact that the whole number of deaf children in the United States is so much greater than formerly. The census of 1880, though still inexact, shows no less than 33,878 persons of the class commonly called " deaf-mutes " in the whole country, of whom at least 8000 are estimated to be children of the school age. The number of these children now at school is more than 6,000, whereas in 1867, when the Clarke Institution was organized, it was less than 3,000. The effect of the increased attention drawn to the education of deaf children, by the movement towards oral instruction, which began in the United States less than twenty years ago, has been to develop everywhere for deaf-mutes opportunities for education, and these are now, at least, as great in Massachusetts as anywhere else in the country, and are surpassed in few European countries, if any. The whole number of deaf children from Massachusetts now under instruction in special schools (at Northampton, Boston and Hartford), is 221, or nearly twice as many as when the Clarke Institution was opened in 1867. At the same time, the instruction given is better, and for a longer period than was then the case. We can therefore look back with satisfaction on the work accomplished in our own State, by the efforts in which the founders and managers of the Clarke Institution have had some share.

The course of years has removed, however, many of those who took part in these early efforts to improve the education of the deaf in New England. John Clarke, the founder and constant benefactor of this Institution ; Governor Bullock, who first brought the benevolent plans of Mr. Clarke to the notice of the Legislature ; Mr. Baker, who had so much to do in giving them practical effect ; and Dr. Howe, who earnestly supported every measure of improvement in philanthropic work, have all passed away. Mr. Pond, Mr. J. H. Butler, and Mr. Congdon, have been dead for some years, and we have more recently lost the co-operation of Mr. Delano, by sudden death. Of the twenty-two members of the Corporation who have served for longer or shorter terms, within seventeen years, ten have died or resigned, and the work will soon be in the hands of those who have come

to it in later years, when the system of instruction and management here adopted was already established. During the past year, the faithful steward, Mr. Bardwell, who has attended to the details of financial administration, has resigned after a service of thirteen years; and we have also lost the valuable services of Mr. Lucia, the master of the work shop. In all these changes, and in those which may hereafter occur, it is well to bear in mind the simple principles upon which our Institution was organized, and not to be drawn aside from its legitimate work of instructing well a small number of deaf children, by any ambition to rival older and larger establishments. The task of teaching the deaf, especially by our method, is one of infinite detail, requiring continual and zealous application on the part of those who give or who supervise the instruction. We have been fortunate in retaining so long at the head of the Schools, the devoted woman who first took charge of our few pupils, and who has been ably seconded by others. We have been fortunate also in the management of our funds, and in the constant approval of the State government, to which we have rendered a full equivalent for all the appropriations made. Conscious that our methods are susceptible of further improvement, we yet cheerfully submit the results thus far to the judgment of your Board. Teaching the deaf by articulation is no longer an experiment in America, and the most important question now remaining is, to what extent other methods can coexist or be combined with it.

A minor question, yet of some importance is this,—whether the hearing of children supposed to be born deaf, cannot be developed and improved, so as to be of some aid to them in talking. Experiments with the audiphone, which have been made in the Nebraska State School, for two years past, have led to the belief that in at least ten per cent. of the children commonly said to be born deaf, some remains of hearing exist, which can be thus developed and made useful. At the recent Conference of Charities in Louisville, where this matter came up, a teacher from Illinois exhibited two pupils, congenitally deaf, whose hearing has been so far cultivated that they are much aided by it in carrying on conversation. This fact agrees with our experience, though we have not supposed the proportion of children to be thus benefitted was so large as would appear from statements made to the Louisville Conference. At any rate, the matter de-

serves attention and experiment, which Miss Rogers is prepared to give to it.

We would call attention to the Financial Statement of the Corporation, and to the Annual Report of the Principal, which is subjoined, and which gives many details of the instruction in our schools. Attention is also directed to the answers made by parents on receiving a circular asking their opinion respecting the progress of their own children in lip-reading and in articulation, and the value placed by the parents themselves on this means of communication.

Thanks are due to Dr. Knowlton for professional services ; to the Connecticut River and Boston and Albany railroads, for carrying members of the Institution at reduced Fares ; also to the publishers of the "Hampshire Gazette," "The Deaf-Mute Journal," "Kentucky Deaf-Mute," "Deaf-Mute Index," "The Goodson Gazette," "The Nebraska Mute Journal," "Our Record," "Dumb Animals," "Kansas Star," "The Tablet," "The Deaf-Mute Mirror," "Mute's Companion," "The Deaf-Mute Press," "Deaf-Mute Record," "Vis-A-Vis," "Wisconsin Deaf-Mute Times," "Deaf-Mute Hawk-Eye," "Maryland Deaf-Mute Bulletin," "Deaf-Mute Optic," "The Deaf-Mute Voice," and the "Texas Mute Ranger," for the gratuitous contribution of their papers to our Institution the past year. We are also indebted for Christmas presents to the mother of a former pupil, for a gift of \$25, and for \$20 previously given by her but not before acknowledged, to two friends for presents of \$10 each, and to one of our teachers for a present of books.

For the Corporation,

F. B. SANBORN, *President.*

NORTHAMPTON, Oct. 10, 1883.

# Financial Statement

## OF THE CLARKE INSTITUTION,

FOR THE YEAR ENDING AUGUST 31, 1883.

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### RECEIPTS.

From the Clarke Fund,	\$17,473.18	
“ Lippitt Fund,	30.00	
“ Whiting Street Fund.	60.00	
“ State of Massachusetts,	13,315.55	
“ other States and pupils,	3,899.50	
“ Farm and Stable,	250.00	
	<hr/>	\$35,028.23

### EXPENDITURES.

#### CURRENT.

For Salaries and Wages,	\$14,361.51	
“ Groceries and Provisions,	6,277.50	
“ Furnishing,	239.40	
“ Fuel and Lights,	4,816.47	
“ Repairs,	697.27	
“ Cabinet Shop,	853.17	
“ Farm and Stable,	314.29	
“ School Incidentals,	71 87	
“ General Incidentals,	1,051.52	
	<hr/>	\$28,683.00

#### SPECIAL.

For Street and Lippitt Funds,	\$ 66.00	
“ Interest,	834.84	
“ Prizes from Lippitt Fund,	24.00	
“ Payment on Debt,	5,090.39	
“ Insurance,	330.00	
	<hr/>	\$6,345.23
		<hr/>
		\$35,028.23

Debt, Sept. 1, 1883,	\$7,910.59
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## Report of the Principal.

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*To the Corporators of the Clarke Institution :*

GENTLEMEN :—According to custom, I herewith submit the Annual Report. It covers the year ending September 1, 1883.

During the year there have been eighty-five pupils, varying in age from six to twenty years. The average number has been eighty-three and a half. Seventy were from Massachusetts, three each from Vermont and Indiana, two from Connecticut, and one each from New Hampshire, New York, Ohio, Iowa, Missouri, Utah, and Canada. Forty-seven of the eighty-five pupils were boys and thirty-eight girls. Twelve were semi-mutes, only two of whom could read on entering school, while nine were semi-deaf, of whom two only used connected language. There were a few others who could distinguish some of the vowel sounds when spoken loudly near the ear, but who could only have learned to talk, as four of those called semi-deaf have learned, through being taught artificial speech. Their slight hearing makes their voices pleasanter than they would be otherwise, but only one among them seems to learn language more readily than others who are totally deaf congenital mutes. From our experience we should say that children partially deaf from birth are often of dull intellect, and do not acquire so good a use of English as many children totally deaf from birth or early childhood.

There were admitted during the year eleven new pupils, from seven to twenty years of age. One of these lost hearing at six years, but had not learned to read, and two were semi-deaf. One used a little connected language. The other heard suffi-

ciently to understand when spoken to loudly. This was especially fortunate, as her vision was too imperfect for lip-reading. She had the ordinary language of the people with whom she had lived, but, having a defective palate,\* her speech lacked nearly all the consonant sounds. She has gained the power to give many of these.

The same amount of time and attention, as in years past, has been given to articulation and lip-reading. We had long felt the desirability of giving our pupils practical use of speech and lip-reading, at an earlier time in their instruction than had been our custom, since using "Visible Speech;" and each year we had shortened the time in which a class was confined to "Visible Speech" for its articulation, and to writing for its knowledge and use of language. Hoping to lessen this time still more, we this year gave the youngest class the English characters at once, without the intervention of symbols; devoted the time for the first two or three months almost exclusively to the articulation and lip-reading of elementary sounds and combinations, before beginning to teach language; and then gave spoken before written language. We have been much gratified with the result of this experiment. The class have made very satisfactory progress in language. Their speech has in no way suffered, and their lip-reading is now well begun, instead of being delayed to the second year of their course. Visible Speech, as a system of representing sounds, has as high a place in our estimation as it ever had. We are greatly indebted to it. All information acquired from this source, or any other, has been made available in teaching the last class without symbols. We shall probably continue to use Visible Speech in correcting the defective speech of semi-mutes. In Institutions where the Combined Method is used, and pupils are taught articulation as an accomplishment, it seems as if Visible Speech must always hold an important place.

### PRIMARY SCHOOL.

During the year there have been fifty-six pupils, from six to fifteen years of age, in this department. There were but three semi-mutes and seven semi-deaf in this number. They have

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\*The speech of a private pupil with defective palate has been much improved by a false palate, made by Geo. F. Grant, D. M. D., 86 Pinckney St., Boston.

been divided into six classes taught by an equal number of teachers. Nine of the new pupils, from seven to fifteen years of age, entered this school. Of these, seven, Ella Altham, Alice Mullany, Catherine Murphy, Albert Leeds, Patrick McCormick, George Morse and Thomas Westropp, with two former pupils, Erving Cargill and Maria St. John, formed the youngest or F class. They have had a variety of exercises in simple language, both spoken and written, such as commands, questions on objects, describing actions, asking questions and giving oral journals. They have also had Kindergarten drawing and writing.

The two other new pupils, Alfred Robbins and Nellie Whittaker, having gained some mental development and knowledge, before entering here, were helped forward into higher classes. Alfred lost hearing at two years of age, and at that time spoke only a few words; but his friends at home continued to talk to him, and had established such communication with him that he had acquired, before coming here, an understanding of language through lip-reading that surprised us, and has proved very valuable in teaching him written and spoken language. When children lose hearing after having learned to talk somewhat, if parents would insist upon their speaking the words they already know, and would continue to talk to them, obliging them to watch the lips, they might often save their children's speech, and teach them something of lip-reading before they go to school. This would require persevering effort on the part of the parents, but the success achieved would probably more than compensate for their exertion.

#### CLASS E.

This class consisted of eight, Barbara Ewig, Alice Ware, Carrie Wordell, Lucy Weeks, Nellie Whitaker, Charles Carrigan, James Grady, Charles Morris and Samuel Pavett. This class have had exercises similar to those of the F class, with the addition of description of pictures, written journals, questions on pictures, and a greater variety of spoken and written language.

#### CLASS D.

This class has contained nine pupils, Agnes McSheehy, Annie Wordell, Clement Berry, Arthur Clancey, Charles Fahrenholz, John Melody, George Richardson, Alfred Robbins, and John Wheel.

They have had language exercises similar to those of the preceding classes, have had conversation, lessons in numbers, exercises from Peet's Language Lessons, and Reimer and Wilkie's Exercises on Pictures.

#### CLASS C.

This class has contained ten pupils, Alice and Dora Berry, Annie Condon, Hettie Deyoe, John Kirby, Willie Potter, Edward Putnam, Freddie Shoughrow, Mark Ward and Elmer Wood. The exercises of this class have been similar to those above mentioned with the addition of spelling and forming sentences.

#### CLASS B.

This class numbered nine, George Chaffee, Sarah Gilboy, Belle Harty, John King, Mary Mahoney, William Mealey, David Quinn, Alma Reynolds and Rufino Silva.

The language exercises of this class were similar to those of the preceding class, but of a more advanced grade. In addition to general language exercises, this class have used Peet's Language Lessons, the Exercises on Pictures, and have studied geography and arithmetic.

#### CLASS A.

This class of ten consisted of Jennie Mitchell, Thomas O'Neill, Jeremiah Hallissy, Mary Martin, Alice McGee, Lillian Mowry, Willie Nichols, William Woodward and Florence Young. They have studied Latham's Reader, "Supplementary Reading, First Book," Felter's Primary Arithmetic, and Geography; have had description of pictures, journals, conversation, spelling and the forming of sentences.

The classes of this department have spent from an hour to an hour and a half daily in special work in articulation and lip-reading. All have written letters and have had instruction in penmanship and drawing. All the classes have had instruction in Sunday School and have been present at morning devotions.

## GRAMMAR AND HIGH SCHOOL.

During the year there have been twenty-nine pupils in this department, varying in age from ten to twenty years. Of these, eleven were semi-mutes or semi-deaf, only two of whom could read on entering school, and these very unsatisfactorily. About an hour and a half daily have been given to special work in articulation and lip-reading. Once in three weeks pupils have written letters home. Two hours a week have been devoted to drawing from objects and casts. All have had instruction in Sunday School, and daily morning devotions in their different class rooms.

## FOURTH CLASS.

At the close of this year, the class was promoted from the Primary School. It has consisted of nine pupils, Mary Castle, Clara Howson, Hettie Langley, Hattie Prizer, Nellie Thompson, John Mountford, Frank Nolen, Herbert Pratt and William Smith.

This class have studied arithmetic, geography, and Latham's Reader, have had exercises on German Pictures, in spelling and forming sentences, newspaper items, in writing descriptions of pictures and in reproducing in writing items of interest read from the lips.

## THIRD CLASS.

This class consisted of nine pupils, Mary Ames, Nellie Hayward, Grace Lendall, Henry Corless, Arthur Higley, Eugene Lewis, Michael Murphy, Albert Weinhold and Wilfrid Wise.

They have studied arithmetic, Cornell's Primary Geography, Lossing's History of the United States and Latham's Reader; have had exercises in spelling and forming sentences, newspaper items, exercises on German Pictures and on natural objects, and in reproducing in writing a story read from the lips. They have twice a week written a journal, description of a picture, or composition.

## SECOND CLASS.

This class numbered five pupils, Annette Pearl, Florence Richardson, Barclay Adams, Charles Poor and George Zimmer.

They have studied Felter's Complete Arithmetic, Monteith's Elementary Geography, Goodrich's History of the United States; have had exercises in spelling and forming sentences, newspaper items, and in reproducing in writing a story read from the lips. Hooker's Book of Nature, Part I, has been used for reading lessons. Twice a week they have had a composition or some other written exercise.

#### FIRST CLASS.

This class consisted of six pupils, Edith Houghton, Etta Lincoln, Annie Mullen, Edith Shepherd, Eugene Richardson and Carleton Underwood.

They have studied Felter's Complete Arithmetic, Goodrich's History of the United States, Goodrich's Universal History and Grammar. They have had exercises in reading, spelling and forming sentences, newspaper items, and in reading from the lips and writing from memory historical sketches, or articles prepared by the teacher on subjects of current interest. They have had general lessons, and lessons concerning eminent men, and twice a week have had a composition or other written exercise.

No pupils pursued the High Course the past year. We do not feel justified in forming a High Class for one or two pupils, and there are seldom more than that number, at one time, for whom such instruction seems desirable. One pupil, a semi-mute, from each of the last two classes, graduating from the Grammar Course, entered the public school. Whenever this can be done, it is far better than pursuing the High Course studies with those similarly afflicted. The less the deaf are associated with each other, and the more they mingle with those in normal condition, the better for them in every way.

About a year since, a gentleman from New York who was visiting the school with his little deaf boy, gave us twenty-five dollars to be used at our discretion in prizes for improvement in lip-reading. So at the close of the school in June last, there were distributed in the Primary School a prize of three dollars to Thomas O'Neill of Burlington, Vermont, and one of two dollars to James Grady of Lowell, and in the Grammar School equal amounts respectively to Hettie Langley of Epsom, N. H., and to Nellie Hayward of Bridgewater, for improvement in lip-reading.

From the Jeannie Lippitt Fund, Clement Berry of Spencer, received a prize of five dollars, and William Woodard of Marlboro, one of three dollars for improvement in penmanship and in the use of language, and Hettie Langley of Epsom, N. H., and Edith Houghton of Worcester, received respectively ten and six dollars for improvement in articulation.

As the reports from graduates and other pupils differ very little from those of last year, it is not thought best to insert them, but rather to give the space to the

ESTIMATES PLACED UPON ARTICULATION AND LIP-READING  
BY THE PARENTS OF OUR PUPILS.

After the close of school the following Circular was sent to the parents of all pupils in school the past year, except to those of one little girl, who was here but a few weeks. The simplest language was used, so that there might be no misunderstanding of the questions. The answers are given below in full. They are arranged in the order of classes, beginning with the youngest in the Primary School.

TO THE PARENTS OF THE PUPILS OF CLARKE INSTITUTION.

*Dear Friends* :—The following questions are sent to the Parents of all our Pupils, and we are anxious to have a reply from every family, so that we may know what the children do at home. Will you write the answers directly under the questions. Please tell me frankly just what you think.

Yours truly,

H. B. ROGERS, *Principal*.

NORTHAMPTON, July, 1883.

1. Does your child talk at home ?
2. Can you understand what he says ?
3. Can your friends and neighbors understand him ?
4. When you speak to him does he understand what *you* say ?
5. When others speak to him does he understand them ?
6. Are you glad that he has been taught to speak ?
7. Do you ever wish that you had sent him to a sign school ?

*I.—Deaf at four years ; lost speech.*

Does your child talk at home ?

Seldom if ever.

Can you understand what he says ?

No.

Can your friends and neighbors understand him ?

No.

When you speak to him does he understand what you say ?

A few words—not many.

When others speak to him does he understand them ?

A few words—not many.

Are you glad that he has been taught to speak ?

Most decidedly.

Do you ever wish that you had sent him to a sign-school ?

Never.

*II.—Partially deaf at four years.*

Does your child talk at home ?

Yes—very much more than he did last year. Seems to enjoy his ability to do so.

Can you understand what he says ?

Yes.

Can your friends and neighbors understand him ?

Yes, if he speaks to them directly, always.

When you speak to him does he understand what you say ?

Yes.

When others speak to him does he understand them ?

Yes.

Are you glad that he has been taught to speak ?

Yes. It has increased his self-respect and renewed his life. I am very grateful to you all.

Do you ever wish that you had sent him to a sign-school ?

No, never. Under this system he feels his difference from others less, and escapes the curious attention signing in public often attracts, and which is so annoying to the sensitive.

*III.—Deaf when very young ; no speech.*

Does your child talk at home ?

Yes, my child does talk at home.

Can you understand what she says ?

Yes, I can understand everything what she says.

Can your friends and neighbors understand her ?

Yes, they do understand her.

When you speak to her does she understand what you say ?

Yes, she does—everything what I say.

When others speak to her does she understand them ?

Yes, she understands very well.

Are you glad that she has been taught to speak ?

Yes, I am very glad.

Do you ever wish that you had sent her to a sign-school ?

I am perfectly satisfied to have her remain in the school she is in.



IV.—*Deaf at two years; lost speech.*

Does your child talk at home ?

Yes.

Can you understand what he says ?

Yes, we can.

Can your friends and neighbors understand him.

Yes, they can.

When you speak to him does he understand what you say ?

Yes, he does.

When others speak to him does he understand them ?

Some things.

Are you glad that he has been taught to speak ?

I cannot be thankful enough.

Do you ever wish that you had sent him to a sign-school ?

No, I am glad I sent him to Northampton.

V.—*Congenitally deaf.*

Does your child talk at home ?

Yes, a great deal.

Can you understand what she says ?

Very well indeed.

Can your friends and neighbors understand her ?

Very well.

When you speak to her does she understand what you say ?

Almost always.

When others speak to her does she understand them ?

Yes, after they repeat the question.

Are you glad that she has been taught to speak ?

Am most delighted. I truly thought that it would be impossible ever to hear her speak as she does.

Do you ever wish you had sent her to a sign-school ?

I do not regret it and know I never will, because now I can understand her, and if she had been taught by signs I should never be able to.

VI.—*Deaf at two years; lost speech.*

Does your child talk at home ?

Yes.

Can you understand what she says ?

Yes, very well.

Can your friends and neighbors understand her ?

They can.

When you speak to her does she understand what you say ?

Yes.

When others speak to her does she understand them ?

Yes, pretty well.

Are you glad that she has been taught to speak ?

Yes, we are very glad.

Do you ever wish that you had sent her to a sign-school ?

No, indeed.

VII.—*Deaf at ten months.*

Does your child talk at home ?

Yes.

Can you understand what he says ?

Yes.

Can your friends and neighbors understand him.

Yes, not all.

When you speak to him does he understand what you say ?

He understands his father better than others.

When others speak to him does he understand them ?

He understands the Russell boys. They are next door neighbors of ours.

Are you glad that he has been taught to speak ?

I am more than satisfied.

Do you ever wish that you had sent him to a sign-school ?

No. All our friends are surprised at his progress.

VIII.—*Deaf at five years ; lost speech.*

Does your child talk at home ?

Yes, he talks a great deal.

Can you understand what he says ?

Yes, I can understand everything he says.

Can your friends and neighbors understand him ?

No, my friends cannot ; the neighbors can sometimes.

When you speak to him does he understand what you say ?

Yes, he seems to understand me every time I talk to him.

When others speak to him does he understand them ?

Yes, he understands his sister best of any one that talks to him ; he can say anything she asks him.

Are you glad that he has been taught to speak ?

Yes, I feel thankful to you for what he has done and I am very glad that he has learned to talk and I hope that he will do better.

Do you wish that you had sent him to a sign-school ?

No, I do not. I am better pleased with him now that he can talk.

IX.—*Congenital ; partially deaf.*

Does your child talk at home ?

He does, so that we can understand him.

Can you understand what he says ?

We can, very plain.

Can your friends and neighbors understand him ?

The most of them, not all.

When you speak to him does he understand what you say ?

He does, nearly all, not quite.

When others speak to him does he understand them ?

Very plain, most of them.

Are you glad that he has been taught to speak ?

I cannot express my joy in regard to it.

Do you ever wish that you had sent him to a sign-school ?

Not for a moment have I ever thought of it. I am perfectly satisfied with what you are doing for him.

*X.—Congenital; partially deaf.*

Does your child talk at home ?

She does.

Can you understand what she says ?

I can, pretty much all, unless she gets excited.

Can your friends and neighbors understand her ?

Some of them can understand the most she says and some cannot.

When you speak to her does she understand what you say ?

She does if she hears you. She does not always understand the first time speaking to her.

When others speak to her does she understand them ?

I think she does if she hears them.

Are you glad that she has been taught to speak ?

I am.

Do you ever wish that you had sent her to a sign-school ?

I do not. I never thought that was the place for her.

*XI.—Congenitally deaf.*

Does your child talk at home ?

Yes.

Can you understand what she says ?

Not all.

Can your friends and neighbors understand what she says ?

In some things they can.

When you speak to her does she understand what you say ?

Not all.

When others speak to her does she understand them ?

Sometimes.

Are you glad that she has been taught to speak ?

Yes.

Do you ever wish that you had sent her to a sign school ?

I do not.

*XII.—Deaf at one and one-half years.*

Does your child talk at home ?

Yes.

Can you understand what she says ?

Most of it.

Can your friends and neighbors understand her ?

Some.

When you speak to her does she understand what you say ?

Most of it.

When others speak to her does she understand them ?

Some.

Are you glad that she has been taught to speak ?

Yes.

Do you ever wish that you had sent her to a sign-school ?

No.

XIII.—*Congenitally deaf.*

Does your child talk at home ?

Yes.

Can you understand what she says ?

Yes.

Can your friends and neighbors understand her ?

Yes.

When you speak to her does she understand what you say ?

Yes.

When others speak to her does she understand them ?

Yes.

Are you glad that she has been taught to speak ?

Yes.

Do you ever wish that you had sent her to a sign-school ?

No.

XIV.—*Deaf at fifteen months.*

Does your child talk at home ?

Yes.

Can you understand what he says ?

Yes.

Can your friends and neighbors understand him ?

Yes.

When you speak to him does he understand what you say ?

He understands nearly all that is said to him.

When others speak to him does he understand them ?

Yes.

Are you glad that he has been taught to speak ?

I am very glad.

Do you ever wish that you had sent him to a sign-school ?

No, I am perfectly satisfied with the progress he has made at the Clarke Institution.

XV.—*Congenital; partially deaf.*

Does your child talk at home ?

Yes.

Can you understand what he says ?

Yes.

Can your friends and neighbors understand him ?

Quite well, not always.

When you speak to him does he understand what you say ?

Almost always.

When others speak to him does he understand them ?

Not always.

Are you glad that he has been taught to speak ?

Yes, very glad.

Do you ever wish that you had sent him to a sign-school ?

No.

*xvi.—Congenital; partially deaf.*

Does your child talk at home ?

She does.

Can you understand what she says ?

Yes, it is very seldom I cannot.

Can your friends and neighbors understand her ?

Not very well.

When you speak to her does she understand what you say ?

Almost always.

When others speak to her does she understand them ?

Single words that she is familiar with.

Are you glad that she has been taught to speak ?

Very glad.

Do you ever wish that you had sent her to a sign-school ?

Never.

*xvii.—Deaf at two years ; lost speech.*

Does your child talk at home ?

Yes, my child talks good at home.

Can you understand what he says ?

We understand almost everything he says.

Can your friends and neighbors understand him ?

They can understand a great many words.

When you speak to him can he understand what you say ?

He can understand a good deal what we say.

When others speak to him does he understand them ?

He seems to understand what the boys say to him.

Are you glad that he has been taught to speak ?

Yes, we are glad that he can call for what he wants.

Do you ever wish that you had sent him to a sign-school ?

We are glad that we did not send him to a sign-school.

*xviii.—Congenitally Deaf.*

Does your child talk at home ?

Yes.

Can you understand what he says ?

Very well.

Can your friends and neighbors understand him ?

Yes.

When you speak to him does he understand what you say ?

He can understand quite well.

When others speak to him does he understand them ?

He can understand any one who talks plain, quite well.

Are you glad that he has been taught to speak ?

Perfectly satisfied.

Do you ever wish that you had sent him to a sign-school ?

No, and I feel that he has received good attention from his teachers, for which I am very grateful.

*XIX.—Congenitally Deaf.*

Does your child talk at home ?

She does.

Can you understand what she says ?

Yes.

Can your friends and neighbors understand her ?

Yes.

When you speak to her does she understand what you say ?

Yes.

When others speak to her does she understand them ?

Yes.

Are you glad that she has been taught to speak ?

Yes.

Do you wish that you had sent her to a sign-school ?

I do not.

*XX.—Deaf at one year.*

Does your child talk at home ?

He talks most of the time. Sometimes he makes signs.

Can you understand what he says ?

We can understand everything he says, but my father cannot as well.

Can your friends and neighbors understand him ?

They can understand him pretty well.

When you speak to him does he understand what you say ?

He understands most everything we say.

When others speak to him does he understand them ?

He does not speak much to strangers, but when our friends speak to him, he understands them.

Are you glad that he has been taught to speak ?

We are very glad that he has been taught to speak.

Do you ever wish that you had sent him to a sign-school ?

We never wished we had sent him to a sign-school, because it is much nicer for him to learn to talk.

*XXI.—Congenitally deaf.*

Does your child talk at home ?

Yes.

Can you understand what he says ?

Yes.

Can your friends and neighbors understand him ?

Yes.

When you speak to him does he understand what you say ?

Yes.

When others speak to him does he understand them ?

Very nearly all. If not, he will not leave them until they do understand one another.

Are you glad that he has been taught to speak ?

I am, and may God reward you all.

Do you ever wish that you had sent him to a sign-school ?

No. I think you have done your duty towards him.

*XXII.—Deaf at two and one-half years; lost speech.*

Does your child talk at home ?

Yes.

Can you understand what he says ?

Yes.

Can your friends and neighbors understand him ?

Yes.

When you speak to him does he understand what you say ?

Yes.

When others speak to him does he understand them ?

Yes.

Are you glad that he has been taught to speak ?

Yes.

Do you ever wish that he had been sent to a sign-school ?

No.

*XXIII.—Deaf at two years; learned some language through lip-reading.*

Does your child talk at home ?

He does.

Can you understand what he says ?

I can.

Can your friends and neighbors understand him ?

They can.

When you speak to him does he understand what you say ?

He does.

When others speak to him does he understand them ?

Some.

Are you glad that he has been taught to speak ?

I am.

Do you ever wish that you had sent him to a sign-school ?

I do not.

*XXIV.—Deaf at one and three-quarter years; lost speech.*

Does your child talk at home ?

He talks at home.

Can you understand what he says ?

We can understand what he says.

Can your friends and neighbors understand him ?

They understand him very well.

When you speak to him does he understand what you say ?

He understands all the simple words of one or two syllables.

When others speak to him does he understand them ?

He understands them very readily.

Are you glad that he has been taught to speak ?

I am very glad he has been taught to speak.

Do you ever wish that you had sent him to a sign-school ?

I am glad he can talk instead of making signs.

XXV.—*Deaf at three and one-half years; lost speech.*

Does your child talk at home ?

He does.

Can you understand what he says ?

I can.

Can your friends and neighbors understand him ?

They can.

When you speak to him does he understand what you say ?

He does.

When others speak to him does he understand them ?

He does understand them.

Are you glad that he has been taught to speak ?

I am very glad he has been taught to speak.

Do you ever wish you had sent him to a sign-school ?

Please keep him there. I rather he would stay where he is now, than go to the sign-school.

XXVI.—*Deaf at one and one-third years; lost speech.*

Does your child talk at home ?

Yes, he uses those words which he finds we understand, very often.

Can you understand what he says ?

In part, quite well, and some I cannot.

Can your friends and neighbors understand him ?

Not very well, with the exception of some which he speaks quite plain.

When you speak to him does he understand what you say ?

I have difficulty in making him understand what I say.

When others speak to him does he understand them ?

Not very well. He understands ladies better than gentlemen, and children better than either.

Are you glad that he has been taught to speak ?

I am entirely satisfied with both his bodily care and training, and his improvement from year to year is very apparent.

Do you ever wish that you had sent him to a sign-school ?

The advantages of this method over the *sign language* I think are very great, and worth the time and perseverance it may require over the other. I could give many reasons did space permit, but will let two suffice. 1st. The mute feels that it is within his power to communicate with people with faculties perfect, and by that link he is associated in the ordinary business and social life. 2nd. While the *sign language* may be acquired more readily, it confines the social relation to a very few, and those afflicted like himself.

XXVII.—*Deaf at three years; lost speech.*

Does your child talk at home ?

Yes, she talks at home.

Can you understand what she says ?

Yes, we can understand what she says.

Can your friends and neighbors understand her ?

Yes, our friends and neighbors can understand her.

When you speak to her does she understand what you say ?

Yes, she understands what we say.



When others speak to her does she understand them ?  
 Yes, she understands them.  
 Are you glad that she has been taught to speak ?  
 Yes, very glad.  
 Do you wish that you had sent her to a sign-school ?  
 No, I never wished that I had sent her to a sign-school.

*XXVIII.—Deaf at four months.*

Does your child talk at home ?  
 Yes.  
 Can you understand what he says ?  
 I can.  
 Can your friends and neighbors understand him ?  
 They cannot understand everything.  
 When you speak to him does he understand what you say ?  
 Yes, he does.  
 When others speak to him does he understand them ?  
 Not always. If I am there he will ask me what they say.  
 Are you glad that he has been taught to speak ?  
 I am very glad.  
 Do you ever wish that you had sent him to a sign-school ?  
 No. I had much rather he would go there, because I can talk to him almost everything, and I think he will talk perfect before he gets through.

*XXIX.—Deaf at one and one-quarter years.*

Does your child talk at home ?  
 Yes.  
 Can you understand what he says ?  
 Yes.  
 Can your friends and neighbors understand him ?  
 Yes.  
 When you speak to him does he understand what you say ?  
 Yes.  
 When others speak to him does he understand them ?  
 Most every one.  
 Are you glad that he has been taught to speak ?  
 Yes, very glad.  
 Do you ever wish that you had sent him to a sign-school ?  
 No. I would not have him talk by signs.

*XXX.—Deaf at two years ; lost speech.*

Does your child talk at home ?  
 He talks a great deal.  
 Can you understand what he says ?  
 Some things, and others by the help of signs.  
 Can your friends and neighbors understand him ?  
 Yes, but not so well as myself. They are astonished at his saying anything.  
 When you speak to him does he understand what you say ?  
 A great deal he understands of what I say. Suppose they must be words he has articulated before.

When others speak to him does he understand them ?

Not so well, as they are not so particular to speak so he can see their lips.

Are you glad that he has been taught to speak ?

Yes, I am.

Do you ever wish that you had sent him to a sign-school ?

I have never, and never will, as I never expected he would be able to talk, but only to use signs. I am agreeably disappointed.

*XXXI.—Deaf at fifteen months.*

Does your child talk at home ?

Yes.

Can you understand what he says ?

Most always.

Can your friends and neighbors understand him ?

They have a little difficulty sometimes.

When you speak to him does he understand what you say ?

Yes, better than any other person.

When others speak to him does he understand them ?

Not without trying to speak very plainly.

Are you glad that he has been taught to speak ?

Yes, I think it a blessing from God.

Do you ever wish that you had sent him to a sign-school ?

I never should have been so thankful if I had sent him to a sign-school. No, I have never regretted sending him to Northampton.

*XXXII.—Deaf at one and one-half years.*

Does your child talk at home ?

Yes, a good deal.

Can you understand what he says ?

Most all.

Can your friends and neighbors understand him ?

Not as well.

When you speak to him does he understand you ?

When we take pains he does.

When others speak to him does he understand them ?

Not as well, because they take no pains to make him understand.

Are you glad that he has been taught to speak ?

Yes, very glad.

Do you ever wish that you had sent him to a sign-school ?

No, never.

*XXXIII.—Deaf at eighteen months.*

Does your child talk at home ?

Yes, although he likes to make signs, but we make him talk all we can.

Can you understand what he says ?

Mostly.

Can your friends and neighbors understand him ?

Perhaps not so well as ourselves.

When you speak to him does he understand what you say ?

Mostly he does, and, with a little writing sometimes, he gets along well.

When others speak to him does he understand them ?

Generally.

Are you glad that he has been taught to speak ?

Very much so.

Do you ever wish that you had sent him to a sign-school ?

This is a hard question. If he could learn faster of course we would, but his mother is delighted that he can talk, and we both are well satisfied with his progress.

*XXXIV.—Deaf at one year.*

Does your child talk at home ?

She does.

Can you understand what she says ?

I can understand sometimes, not always.

Can your friends and neighbors understand her ?

A part of the time.

When you speak to her does she understand what you say ?

Usually she does.

When others speak to her does she understand them ?

Very seldom.

Are you glad that she has been taught to speak ?

We are very glad.

Do you ever wish that you had sent her to a sign-school ?

I do not.

*XXXV.—Congenitally deaf.*

Does your child talk at home ?

Yes, not quite so plain as her sister.

Can you understand what she says ?

Yes.

Can your friends and neighbors understand her ?

Not so well as I can.

When you speak to her does she understand you ?

Yes, every word.

When others speak to her does she understand them ?

Not as well as she does me. Most of the people don't know how to talk with them.

Are you glad that she has been taught to speak ?

I am more glad than I can tell you.

Do you ever wish you had sent her to a sign-school ?

I never have, nor never shall.

*XXXVI.—Wholly deaf at two years ; lost speech.*

Does your child talk at home ?

She talks at home, and can hear when you talk very loud.

Can you understand what she says ?

Very good.

Can your friends and neighbors understand her ?

Very good. She talks with all of her friends.

When you speak to her does she understand what you say ?

Yes.

When others speak to her does she understand them ?

Yes.

Are you glad that she has been taught to speak ?

Yes.

Do you ever wish that you had sent her to a sign-school ?

No, we do not, she improves more every year.

*XXXVII.—Deaf at two and one-half years ; lost speech.*

Does your child talk at home ?

Yes, she does.

Can you understand what she says ?

We can understand her very well.

Can your friends and neighbors understand her ?

Not so well as we can.

When you speak to her does she understand what you say ?

Yes, she can understand very well.

When others speak to her does she understand them ?

Almost as well as when we do.

Are you glad that she has been taught to speak ?

Yes, we are very glad and thankful.

Do you ever wish that you had sent her to a sign-school ?

No, we are glad she is going to the Clarke Institution, and we are very well pleased and satisfied with her progress so far.

*XXXVIII.—Congenitally deaf.*

Does your child talk at home ?

Yes, most as well as I can.

Can you understand what she says ?

Yes, without any trouble.

Can your friends and neighbors understand her ?

Yes.

When you speak to her does she understand what you say ?

Yes, if I speak to her in the right way.

When others speak to her does she understand them ?

She does if they speak slowly and distinct.

Are you glad that she has been taught to speak ?

I can't tell you in words how glad I am.

Do you ever wish that you had sent her to a sign-school ?

No, I never have ; perfectly satisfied.

*XXXIX.—Deaf at one and three-quarter years.*

Does your child talk at home ?

Yes.

Can you understand what she says ?

Yes.

Can your friends and neighbors understand her ?

Sometimes.

When you speak to her does she understand what you say ?

Generally, by movement of lips.

When others speak to her does she understand them ?

Sometimes.

Are you glad that she has been taught to speak ?

Yes.

Do you ever wish that you had sent her to a sign-school ?

No.

*XL.—Congenitally deaf.*

Does your child talk at home ?

She talks all of the time.

Can you understand what she says ?

All, with the exception of a word now and then.

Can your friends and neighbors understand her ?

They can understand her very nicely, some of them ; others not *all* her words.

When you speak to her does she understand what you say ?

She understands nearly every word I speak to her.

When others speak to her does she understand them ?

When they speak to her as I do, she understands them very well.

Are you glad that she has been taught to speak ?

I am more than glad ; I rejoice from the very depths of my heart.

Do you ever wish that you had sent her to a sign-school ?

Oh ! no indeed ! I never wish that.

*XLI.—Deaf between eight and nine years of age.*

Does your child talk at home ?

Yes. We think he does well.

Can you understand what he says ?

Yes, very well.

Can your friends and neighbors understand him ?

Yes ; we send him on errands anywhere.

When you speak to him does he understand what you say ?

Yes.

When others speak to him does he understand them ?

Yes, he seems to understand all.

Are you glad that he has been taught to speak ?

Yes, we are very glad.

Do you ever wish that you had sent him to a sign-school ?

No, we do not.

*XLII.—Congenitally deaf.*

Does your child talk at home ?

Yes.

Can you understand what she says ?

We can understand most all what she says.

Can your friends and neighbors understand her ?

Yes, they can understand her very well.

When you speak to her does she understand what you say ?

Yes, she understands most of what I say.

When others speak to her does she understand them ?  
 Sometimes, not all ; she understands some better than others.  
 Are you glad that she has been taught to speak ?  
 I am glad she can talk. I think she does very well.

Do you ever wish that you had sent her to a sign-school ?

No, I don't wish I had sent her to a sign-school. I am well pleased with the school she goes to and the method of teaching. I like it ever so much better than the sign teaching.

*XLIII.—Deaf at two and one-half years; lost speech.*

Does your child talk at home ?

Yes, he did talk quite well and very plain.

Can you understand what he says ?

We understood mostly all he said.

Can your friends and neighbors understand him ?

Yes, our friends can understand what he said.

When you speak to him does he understand what you say ?

He can understand mostly all we say to him.

When others speak to him does he understand them ?

He does not understand strangers as well as he does his own family. He does not like to talk to strangers. He is a little shy.

Are you glad he has been taught to speak ?

We are very glad he has been taught to speak.

Do you ever wish that you had sent him to a sign-school ?

We do not wish that he had been sent to a sign-school !

*XLIV.—Deaf at eight months.*

Does your child talk at home ?

Yes.

Can you understand what he says ?

Yes.

Can your friends and neighbors understand him ?

Some words.

When you speak to him does he understand what you say ?

Some words.

When others speak to him does he understand them ?

Some words.

Are you glad that he has been taught to speak ?

Yes.

Do you ever wish that you had sent him to a sign-school ?

No.

*XLV.—Congenitally deaf.*

Does your child talk at home ?

He does.

Can you understand what he says ?

I have but very little trouble in understanding all he says.

Can your friends and neighbors understand him ?

Some do, and some do not.

When you speak to him does he understand what you say ?

He understands me much better than he does any one else.

When others speak to him does he understand them ?  
 Some he can understand readily, and others he cannot.  
 Are you glad that he has been taught to speak ?  
 I am very glad he has been taught to speak.  
 Do you ever wish that you had sent him to a sign-school ?  
 No, I do not. I think it is much better for him to talk, and he appears much better than if he had been learned by signs.

*XLVI.—Deaf at fifteen months.*

Does your child talk at home ?  
 Yes.  
 Can you understand what she says ?  
 Yes.  
 Can your friends and neighbors understand her ?  
 Almost all of what she says.  
 When you speak to her does she understand what you say ?  
 Almost every word.  
 When others speak to her does she understand them ?  
 Yes, most of them.  
 Are you glad that she has been taught to speak ?  
 Yes, very glad indeed.  
 Do you ever wish that you had sent her to a sign-school ?  
 No, I do not.

*XLVII.—Deaf at thirteen months.*

Does your child talk at home ?  
 Yes.  
 Can you understand what she says ?  
 Yes.  
 Can your friends and neighbors understand her ?  
 Almost every word.  
 When you speak to her does she understand what you say ?  
 Yes.  
 When others speak to her does she understand them ?  
 Nearly every word.  
 Are you glad that she has been taught to speak ?  
 Yes.  
 Do you ever wish that you had sent her to a sign-school ?  
 No.

*XLVIII.—Deaf at four years ; lost speech.*

Does your child talk at home ?  
 He does ; calls for things on the table, and talks with his mother, and friends and strangers understand him.  
 Can you understand what he says ?  
 Perfectly, in nearly all he says.  
 Can your friends and neighbors understand him ?  
 Our friends and neighbors, also strangers, are surprised to hear him talk so well.

When you speak to him does he understand what you say ?  
 Nearly all we say to him.  
 When others speak to him does he understand them ?  
 Very well, if they speak plainly.  
 Are you glad that he has been taught to speak ?  
 Yes, we are more than glad.  
 Do you ever wish that you had sent him to a sign-school ?  
 No.

*XLIX.—Deaf at two years; lost speech.*

Does your child talk at home ?  
 Yes, he talks well.  
 Can you understand what he says ?  
 Yes, we can.  
 Can your friends and neighbors understand him ?  
 Well, not all of them, a few understand him.  
 When you speak to him does he understand what you say ?  
 Yes, with a few exceptions.  
 When others speak to him does he understand them ?  
 Not all the time, unless he is well acquainted with them.  
 Are you glad that he has been taught to speak ?  
 Yes, we are all well pleased that he has been taught to speak.  
 Do you ever wish that you had sent him to a sign-school ?  
 No, for if we did we could have sent him to a school nearer home.

*L.—Deaf at three and one-sixth years; lost speech.*

Does your child talk at home ?  
 He does, and almost constantly. He loves to talk.  
 Can you understand what he says ?  
 Very well, except when he talks too fast.  
 Can your friends and neighbors understand him ?  
 Quite well.  
 When you speak to him does he understand what you say ?  
 We can usually make him understand. We think he reads the lips well for the time of instruction.  
 When others speak to him does he understand them ?  
 When they try to make themselves understood.  
 Are you glad that he has been taught to speak ?  
 We are. He always rebelled against the sign system and wanted to talk.  
 Do you ever wish you had sent him to a sign-school ?  
 No. We are not certain but that he would have advanced more rapidly by the sign system, but there is too wide a gulf between those educated by this system and hearing people. We think the "Visible Speech" system is the one to be taught for the satisfaction of both parents and pupil.

*II.—Partially deaf at seven months.*

Does your child talk at home ?  
 Yes.  
 Can you understand what she says ?  
 Yes.



Can your friends and neighbors understand her ?

Yes.

When you speak to her does she understand what you say ?

Nearly always.

When others speak to her does she understand them ?

Yes.

Are you glad that she has been taught to speak ?

Yes.

Do you ever wish that you had sent her to a sign-school ?

No, we think she has improved very much during the last year.

#### LII.—*Congenitally deaf.*

Does your child talk at home ?

Yes, he does not make any signs.

Can you understand what he says ?

Almost everything.

Can your friends and neighbors understand him ?

Yes, they think he talks well.

When you speak to him does he understand what you say ?

Yes, he understands almost everything I say to him the first time speaking to him.

When others speak to him does he understand them ?

All those who speak slow and distinct.

Are you glad that he has been taught to speak ?

Yes, I can never find words adequate to express my joy.

Do you ever wish that he had been sent to a sign-school ?

No, I never regretted for one moment that I sent him to Clarke Institution.

#### LIII.—*Congenitally deaf.*

Does your child talk at home ?

Yes, she talks all the time.

Can you understand what she says ?

Not always, but usually.

Can your friends and neighbors understand her ?

Sometimes, not always.

When you speak to her does she understand you ?

The greater part.

When others speak to her does she understand them ?

Often, if she knows them well.

Are you glad that she has been taught to speak ?

Yes.

Do you ever wish you had sent her to a sign-school ?

No, I do not like signs.

#### LIV.—*Deaf at fourteen months ; lost speech.*

Does your child talk at home ?

Yes, she articulates all the time.

Can you understand what she says ?

Yes.

Can your friends and neighbors understand her ?  
 Yes, very well indeed.  
 When you speak to her does she understand what you say ?  
 Yes, very nearly all that is said to her.  
 When others speak to her does she understand them ?  
 Yes.  
 Are you glad that she has been taught to speak ?  
 I am very happy to hear her speak *so* plainly.  
 Do you ever wish that you had sent her to a sign-school ?  
 No, indeed.

LV.—*Congenitally deaf.*

Does your child talk at home ?  
 Yes.  
 Can you understand what she says ?  
 Most all.  
 Can your friends and neighbors understand her ?  
 Very well.  
 When you speak to her does she understand what you say ?  
 Yes, almost every word. I think she has learned very fast.  
 When others speak to her does she understand them ?  
 Yes, sometimes, not all times.  
 Are you glad that she has been taught to speak ?  
 Yes.  
 Do you ever wish that you had sent her to a sign-school ?  
 No. I would not send her to a sign-school for no one.

LVI.—*Congenitally deaf.*

Does your child talk at home ?  
 She does.  
 Can you understand what she says ?  
 We can.  
 Can your friends and neighbors understand her ?  
 Nearly all understand her.  
 When you speak to her does she understand what you say ?  
 Always, or nearly so.  
 When others speak to her does she understand them ?  
 Always, unless it is some man with a heavy moustache that covers his mouth.  
 Are you glad that she has been taught to speak ?  
 We are.  
 Do you ever wish that you had sent her to a sign-school ?  
 We never have.

LVII.—*Deaf from accident at thirteen years.*

Does your child talk at home ?  
 Yes.  
 Can you understand what she says ?  
 Yes.  
 Can your friends and neighbors understand what she says ?  
 Yes.

When you speak to her does she understand what you say ?

Not always.

When others speak to her does she understand them ?

Some.

Are you glad that she has been taught to speak ?

Yes.

Do you ever wish that you had sent her to a sign school ?

No.

*LVIII.—Deaf at two years ; lost speech.*

Does your child talk at home ?

Yes, very much.

Can you understand what she says ?

Yes.

Can your friends and neighbors understand her ?

Yes.

When you speak to her does she understand what you say ?

Yes.

When others speak to her does she understand them ?

Not always.

Are you glad that she has been taught to speak ?

Yes, very glad.

Do you ever wish that you had sent her to a sign-school ?

No, never. I think it is much better to learn to talk.

*LIX.—Congenitally deaf.*

Does your child talk at home ?

Yes.

Can you understand what he says ?

Yes.

Can your friends and neighbors understand him ?

Some words they can understand, other words they cannot.

When you speak to him does he understand what you say ?

Almost always. Some words I have to repeat a number of times.

When others speak to him does he understand them ?

Not very well. I think he would if they were careful to speak slowly and distinctly.

Are you glad that he has been taught to speak ?

Yes.

Do you ever wish that you had sent him to a sign-school ?

No.

*LX.—Deaf at two and two-thirds years ; lost speech.*

Does your child talk at home ?

Yes.

Can you understand what he says ?

Yes.

Can your friends and neighbors understand him ?

Yes.

When you speak to him does he understand what you say ?

Most of the time, we may have to repeat it over if he don't catch your lips, in case you have moustache.

When others speak to him does he understand them ?

Yes, if they speak to him in a proper way. He can't detect strangers' lips right off, if they don't understand how to speak to him.

Are you glad that he has been taught to speak ?

Yes, it is a thousand times better than signs. All my family can talk with him.

Do you ever wish that you had sent him to a sign-school ?

No, and if I had to send him again, I should send him to the Clarke Institution, as I never expected to hear him talk, when I sent him there. Now we all can understand him.

#### *LXI.—Deaf at three years.*

Does your child talk at home ?

He tries to avoid doing so, except when alone with me or his sister.

Can you understand what he says ?

Yes, I can.

Can your friends and neighbors understand him ?

Not very well.

When you speak to him does he understand what you say ?

He does.

When others speak to him does he understand them ?

Not always.

Are you glad that he has been taught to speak ?

Yes, I am well pleased.

Do you ever wish that you had sent him to a sign-school ?

No, I never did, nor never will.

#### *LXII.—Congenitally deaf.*

Does your child talk at home ?

Yes, he talks a good deal. The neighbors think he begins to talk pretty plain.

Can you understand what he says ?

Pretty well.

Can your friends and neighbors understand him ?

Pretty well, but not all. The neighbors think he will come out of it.

When you speak to him does he understand what you say ?

Pretty well ; sometimes we have to speak once or twice.

When others speak to him does he understand them ?

Pretty well ; sometimes he has to stop.

Are you glad that he has been taught to speak ?

Yes, and am greatly surprised that he can talk so well.

Do you ever wish that you had sent him to a sign-school ?

No, for I think I could never understood him at all.

#### *LXIII.—Deaf at two years; lost speech.*

Does your child talk at home ?

Yes.

Can you understand what she says ?

I can always, but her father cannot. She generally has to repeat and speak slowly.

Can your friends and neighbors understand her ?

Very well, if she speaks slowly and is careful ; being in a hurry is her great fault.

When you speak to her does she understand what you say ?

Yes, generally. She does not understand her father so well, but his moustache interferes.

When others speak to her does she understand them ?

Fairly well.

Are you glad that she has been taught to speak ?

Yes, decidedly.

Do you ever wish that you had sent her to a sign-school ?

No, no indeed, and if none but ourselves were able to understand her, I should *still* feel glad that she had learned articulation.

*LXIV.—Deaf at five years; lost speech.*

Does your child talk at home ?

Yes, he does.

Can you understand what he says ?

Yes, I do.

Can your friends and neighbors understand him ?

Most of them do.

When you speak to him does he understand what you say ?

Yes, he understands every word I say.

When others speak to him does he understand them ?

Most of them do.

Are you glad that he has been taught to speak ?

Yes, I am very thankful to hear him speak.

Do you ever wish that you had sent him to a sign-school ?

No, I do not wish to have him sign.

*LXV.—Partially deaf at one year.*

Does your child talk at home ?

Yes.

Can you understand what he says ?

Yes.

Can your friends and neighbors understand him.

Yes, most always.

When you speak to him does he understand what you say ?

Yes, we sometimes have to repeat what we say.

When others speak to him does he understand them ?

Most always, if they speak distinctly.

Are you glad that he has been taught to speak ?

I do not know any language that would express my gratitude.

Do you ever wish that you had sent him to a sign-school ?

No ! No !! NO !!!

*LXVI.—Deaf at eight months.*

Does your child talk at home ?

He does.

Can you understand what he says ?  
 We understand him in everything he says.  
 Can your friends and neighbors understand him ?  
 They do very well.  
 When you speak to him does he understand what you say ?  
 He does.  
 When others speak to him does he understand them ?  
 He understands them if they speak slowly.  
 Are you glad that he has been taught to speak ?  
 We are very glad that he has been taught to speak. I think it much better than signs.  
 Do you ever wish that you had sent him to a sign-school ?  
 We have never wished so, we are well pleased with this way of learning.

*LXVII.—Deaf at six and one-quarter years.*

Does your child talk at home ?  
 Yes.  
 Can you understand what he says ?  
 Yes.  
 Can your friends and neighbors understand him ?  
 Partly.  
 When you speak to him does he understand what you say ?  
 Not always.  
 When others speak to him does he understand them ?  
 Very often.  
 Are you glad that he has been taught to speak ?  
 Very often.  
 Do you ever wish that you had sent him to a sign-school ?  
 No.

*LXVIII.—Congenitally deaf.*

Does your child talk at home ?  
 She does.  
 Can you understand what she says ?  
 I can very readily.  
 Can your friends and neighbors understand her ?  
 Some people understand nearly all that she says.  
 When you speak to her does she understand what you say ?  
 She does, much better than ever before.  
 When others speak to her does she understand them ?  
 She understands readily those who speak their words plainly.  
 Are you glad that she has been taught to speak ?  
 More so than I can tell you.  
 Do you ever wish you had sent her to a sign-school ?  
 No. Nothing whatever would induce me to deprive her of the privilege of conversing as others do.

*LXIX.—Deaf at three years; lost speech.*

Does your child talk at home ?  
 Yes, she talks all the time.

Can you understand what she says ?  
 Yes, every word.  
 Can your friends and neighbors understand her ?  
 Yes, if they try.  
 When you speak to her does she understand what you say ?  
 Yes, very easily.  
 When others speak to her does she understand them ?  
 Usually.  
 Are you glad that she has been taught to speak ?  
 Yes, indeed.  
 Do you ever wish that you had sent her to a sign-school ?  
 No, indeed.

*LXX.—Congenital ; partially deaf.*

Does your child talk at home ?  
 She does.  
 Can you understand what she says ?  
 I can.  
 Can your friends and neighbors understand her ?  
 They can.  
 When you speak to her does she understand what you say ?  
 Usually she does.  
 When others speak to her does she understand them ?  
 Yes, usually.  
 Are you glad that she has been taught to speak ?  
 Yes.  
 Do you ever wish that you had sent her to a sign-school ?  
 No. She talks freely with her young friends and relatives, and they find it easy to communicate with her.

*LXXI.—Deaf at two and one-half years ; lost speech.*

Does your child talk at home ?  
 Yes, but he wants to say very little at once, and he wants us to guess the rest, what he has to say.  
 Can you understand what he says ?  
 Sometimes ; it depends what he wants to talk about ; words which he has to say very often, he says them plain enough.  
 Can your friends and neighbors understand him ?  
 Not so well as we can ; they are not used to his ways of talking.  
 When you speak to him does he understand what you say ?  
 Not always ; it is very hard sometimes to make him understand by our lips.  
 When he knows what it is about, then he reads the words quicker and easier.  
 When others speak to him does he understand them ?  
 Yes, he does, if they talk very slow and plain.  
 Are you glad that he has been taught to speak ?  
 I am very glad that he has been taught to speak.  
 Do you ever wish that you had sent him to a sign-school ?  
 I did never wish to send him to a sign-school, and don't think I ever will.

LXXII.—*Deaf at one and two-thirds years ; lost speech.*

Does your child talk at home ?

Yes.

Can you understand what he says ?

Yes.

Can your friends and neighbors understand him ?

Sometimes.

When you speak to him does he understand what you say ?

Does not read the lips very well.

When others speak to him does he understand them ?

Understands some persons better than others.

Are you glad that he has been taught to speak ?

Am glad of what little language he has.

Do you ever wish that you had sent him to a sign-school ?

No.

LXXIII.—*Deaf in infancy.*

Does your child talk at home ?

Yes.

Can you understand what he says ?

Usually we can.

Can your friends and neighbors understand him ?

Usually they can.

When you speak to him does he understand what you say ?

Frequently we have to repeat it.

When others speak to him does he understand them ?

Not always readily.

Are you glad that he has been taught to speak ?

Yes.

Do you ever wish that you had sent him to a sign-school ?

No.

LXXIV.—*Deaf at seven and one-half years.*

Does your child talk at home ?

Yes.

Can you understand what she says ?

Very readily.

Can your friends and neighbors understand her ?

Very readily.

When you speak to her does she understand what you say ?

Not readily—considerable lip motion required.

When others speak to her does she understand them ?

Very readily.

Are you glad that she has been taught to speak ?

Very much gratified.

Do you ever wish that you had sent her to a sign-school ?

Never.



*LXXV.—Partially deaf at three years.*

Does your child talk at home ?

Yes.

Can you understand what she says ?

Yes.

Can your friends and neighbors understand her ?

Yes.

When you speak to her does she understand what you say ?

Yes.

When others speak to her does she understand them ?

Yes.

Are you glad that she has been taught to speak ?

Yes.

Do you ever wish that you had sent her to a sign-school ?

No.

*LXXVI.—Deaf at four years.*

Does your child talk at home ?

He does.

Can you understand what he says ?

We can.

Can your friends and neighbors understand him ?

They can.

When you speak to him can he understand what you say ?

We have no trouble to make him understand.

When others speak to him does he understand them ?

He does very well.

Are you glad that he has been taught to speak ?

We are very glad.

Do you ever wish that you had sent him to a sign-school ?

We do not.

*LXXVII.—Deaf at eight months.*

Does your child talk at home ?

Yes.

Can you understand what she says ?

Yes.

Can your friends and neighbors understand her ?

Pretty well ; the more they hear, the better they understand.

When you speak to her does she understand what you say ?

Yes, very well indeed.

When others speak to her does she understand them ?

Generally speaking, yes—some exceptions.

Are you glad that she has been taught to speak ?

Yes, certainly.

Do you ever wish that you had sent her to a sign-school ?

No.

LXXVIII.—*Deaf at three years ; lost speech.*

Does your child talk at home ?  
 He does quite well.  
 Can you understand what he says ?  
 Yes, nearly all.  
 Can your friends and neighbors understand him ?  
 Not all of them.  
 When you speak to him does he understand what you say ?  
 He does by speaking very slow.  
 When others speak to him does he understand them ?  
 Some he does and more he does not.  
 Are you glad that he has been taught to speak ?  
 Yes, I am thankful.  
 Do you ever wish that you had sent him to a sign-school ?  
 No, I am glad I did not.

LXXIX.—*Deaf at five years ; retained a few words.*

Does your child talk at home ?  
 He does, and is asking questions continually to learn more.  
 Can you understand what he says ?  
 We understand him very well.  
 Can your friends and neighbors understand him ?  
 Some of our friends understand him better than others, the children understand him too. We have sent him to the store for butter, milk, eggs and other things, and different clerks understood what he asked for.  
 When you speak to him does he understand what you say ?  
 It takes longer for me to make him understand, but he understands —— and —— very quick.  
 When others speak to him does he understand them ?  
 If they are careful to speak slow he does.  
 Are you glad that he has been taught to speak ?  
 Yes indeed, every day I feel glad to think he can speak and understand so well. Of course there are times when he does not understand, and we are obliged to repeat, but the fault is as much with the speaker as with him.  
 Do you ever wish that you had sent him to a sign-school ?  
 I have not even once wished he had been sent to a sign-school ; his family and friends cannot understand signs, it is better for him, for he can always make his wants and wishes known through speaking.

LXXX.—*Deaf at five years.*

Does your child talk at home ?  
 Always talks like the rest of us.  
 Can you understand what he says ?  
 Very seldom misunderstands.  
 Can your friends and neighbors understand him.  
 Some much better than others.  
 When you speak to him does he understand what you say ?  
 Sometimes I have to repeat, not often.  
 When others speak to him does he understand them ?  
 When used to the motion of the lips, can read them much better.

Are you glad that he has been taught to speak ?  
 Words cannot express how gratified I am.  
 Do you ever wish that you had sent him to a sign-school ?  
*No, never.*

**LXXXI.—Congenitally deaf.**

Does your child talk at home ?  
 Yes.  
 Can you understand what she says ?  
 Yes.  
 Can your friends and neighbors understand her ?  
 Yes.  
 When you speak to her does she understand what you say ?  
 She does.  
 When others speak to her does she understand them ?  
 Yes.  
 Are you glad that she has been taught to speak ?  
*Very glad.*  
 Do you ever wish that you had sent her to a sign-school ?  
 No.

**LXXXII.—Deaf at five years.**

Does your child talk at home ?  
 Yes.  
 Can you understand what he says ?  
 Yes, by close attention.  
 Can your friends and neighbors understand him ?  
 Most of them can.  
 When you speak to him does he understand what you say ?  
 If not the first time, he generally does the second time.  
 When others speak to him does he understand them ?  
 Yes, he understands others best, that is his brothers and sisters and mother.  
 Are you glad that he has been taught to speak ?  
 Yes, very glad.  
 Do you wish that you had sent him to a sign-school ?  
 No.

**LXXXIII.—Deaf at four years.**

Does your child talk at home ?  
 Yes, she talks at home all the time and she seldom writes.  
 Can you understand what she says ?  
 Yes, most often, but she sometimes talks too fast.  
 Can your friends and neighbors understand her ?  
 Yes, they most always do. They say she talks very much better this summer than she did last.  
 When you speak to her does she understand what you say ?  
 Yes, every word.  
 When others speak to her does she understand them ?  
 Yes, when they do not talk too fast, or talk as if their mouths are almost shut.

Are you glad that she has been taught to speak ?

Yes, I am very glad indeed, and am very thankful that you have succeeded in making her talk.

Do you ever wish that you had sent her to a sign-school ?

No, I never wish to send her to a sign-school, and am very thankful that she went to your school, for I think it the best school for the deaf.

LXXXIV.—*Deaf at four and one-half years.*

Does your child talk at home ?

Yes.

Can you understand what she says ?

Yes.

Can your friends and neighbors understand her ?

Generally—not always.

When you speak to her does she understand what you say ?

Generally—not always.

When others speak to her does she understand them ?

Generally—not always.

Are you glad that she has been taught to speak ?

Yes.

Do you ever wish that you had sent her to a sign-school ?

No. Our expectations are not fully realized, but we prefer the method pursued, to that adopted at *sign*-schools.

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These inquiries were made with an earnest purpose to arrive at the truth. Of the answers, so full of interest to us, much could be said if space would admit. In some instances, a higher estimate of children's speech and lip-reading is given by parents than we could give, but while we frankly acknowledge this, it shows us that even faulty speech *has* value, and is of use and comfort in these homes. While every allowance is made for exaggeration, the result of the whole inquiry is such as to give us much encouragement and hope in our work. Such quiet words as those of the mother, who in answer to the question, "Are you glad that he has been taught to speak," says "We are very glad that he has been taught, I think it much better than signs," carry weight with them to those who know that she has two deaf brothers and a cousin all educated by the sign system.

She *knows* whereof she affirms. Indeed, the feeling of *all* these parents seems to be expressed by one, and as we quote his just and pointed words, let them emphasize our own deep and unchangeable conviction, "There is too wide a gulf between those educated by this (the sign) system and hearing people."

Respectfully submitted,

HARRIET B. ROGERS.

NORTHAMPTON, Oct. 8, 1883.

## COURSES OF STUDY,

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### *Primary Course.*

Kindergarten Exercises.  
Articulation.  
Writing.  
Language.  
Arithmetic—(the four elementary rules).  
Geography.  
Drawing.

### *Common, or Grammar Course.*

Articulation.  
Language.  
Arithmetic (mental and written) through interest.  
Geography.  
Manual of Commerce.  
History of the United States.  
Outline of General History.  
Lessons on General Subjects.  
Elements of Grammar.  
    “    “   Physiology.  
    “    “   Zoölogy.  
    “    “   Botany.  
    “    “   Natural Philosophy.  
    “    “   Physical Geography,  
Drawing,—Object and Cast.

*High Course.*

Articulation and Elocutionary Exercises.

Arithmetic (completed).

Algebra.

Geometry.

Physiology.

Zoölogy.

Botany.

Geology.

Physical<sup>2</sup> Geography.

Astronomy.

Natural Philosophy.

Chemistry.

History (Ancient and Modern).

Grammar and Analysis.

Rhetoric.

English Literature.

Political Economy.

Psychology.

Drawing— { Cast.  
                  { Instrumental.  
                  { Crayoning or Water Colors.

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In order to graduate, pupils must have seventy-five per cent. in the semi-annual examinations of the last two years of the course.

# ORDER OF THE DAY

## AT THE CLARKE INSTITUTION.

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Rise,	6 A. M.
Breakfast,	6½ A. M.
Boys work in cabinet shop,	7 to 8½ A. M.
Devotional Exercises,	8¼ A. M.
School,	9 to 12 A. M.
Dinner,	12¼ P. M.
School,	2 to 4 P. M.
Girls sew, larger boys work in cabinet shop,	4¾ to 5¾ P. M.
Supper,	6 P. M.
Study-hour and prayers,	7¼ to 8¼ P. M.
Retire,	8¼ P. M.

The younger children rise at 6¼ A. M., and retire at 7 P. M.

## SUNDAYS.

Attend various churches with teachers and attendants.

Sabbath school lesson and reading with the teachers in the afternoon.

The more advanced pupils attend religious service conducted by one of the teachers in the following manner :

Scriptural Invocation.

Hymn.

Prayer.

Sermon,

Extempore Prayer.

Hymn.

Doxology.

The pupils join audibly in the service.



# Names, Residences, etc., of Pupils, for the Year Ending September 1, 1883.

NAME.	RESIDENCE.	TIME AND PLACE OF INSTRUCTION BEFORE ENTERING CLARK'S INSTITUTION.	TIME OF ENTERING INSTITUT'N.	AGE AT TIME OF ADMISSION.	CAUSES OF DEAFNESS.
Adams, Robert Barclay.	Northampton.....	Private teacher, at home.	Sept. 1879	18 yrs. 1 mo.	Inflammatory croup in infancy.
Altham, Ella.	Fall River.....		Sept. 1882	8 yrs. 2 mos.	Spotted fever at 2 years; lost speech.
Ames, Mary E.	Lynn.....		Sept. 1877	7 yrs. 6 mos.	Cerebro-spinal meningitis at 3 yrs; lost sp.
Berry, Alice M.	Cambridgeport.....		Sept. 1878	7 yrs. 4 mos.	Congenital.
Berry, Dora F.	Cambridgeport.....		Sept. 1878	5 yrs. 4 mos.	Congenital.
Berry, Clement E.	Spencer.....		Sept. 1880	8 yrs. 11 mos.	Cerebro-spinal meningitis at 1 yr. 9 mos.
Cargill, Erving H.	Monson.....		Sept. 1881	7 yrs. 5 mos.	Illness at 4 years; lost speech.
Carriagan, Charles.	Littleton.....		Sept. 1881	7 yrs. 7 mos.	Congenital.
Castle, Mary.....	Holyoke.....		Sept. 1878	10 yrs.	Congenital.
Chaffee, George O.	Granville Corners.....		Sept. 1878	8 yrs.	Congenital.
Clancey, Arthur H.	Cincinnati, Ohio.....		Sept. 1879	7 yrs.	Brain fever at 1 year, 4 months.
Condon, Annie M.	Worcester.....		Sept. 1878	6 yrs. 9 mos.	Cerebro-spinal meningitis at 2 1/4 y; lost sp
Corless, Henry P.	Turners Falls.....		Sept. 1878	7 yrs. 2 mos.	Brain fever at 3 years; lost speech.
Dayoe, Hettie B.	Bacon Hill, N. Y.....		Sept. 1878	8 yrs. 1 mo.	Brain fever at 1 year.
Ewig, Barbara	Springfield.....		Oct. 1880	6 yrs. 6 mos.	Congenital.
Fahrenholz, Charles R.	East Boston.....		Sept. 1879	5 yrs. 10 mos.	Eruption at 1 year.
Gilboy, Sarah.....	Boston.....		Sept. 1878	7 yrs. 4 mos.	Measles at 1 year. 9 months.
Gould, Dannie W.	Argos, Ind.....	At home, one winter	Sept. 1878	9 yrs. 5 mos.	Cerebro-spinal Meningitis at 3 y. 2 m; 1. sp.
Grady, James.....	Lowell.....		Sept. 1881	8 yrs. 7 mos.	Scarlet fever at 2 years; lost speech.
Hallissy, Jeremiah	Salem.....		Sept. 1878	7 yrs. 6 mos.	A cold at 3 years; lost speech.
Harty, Belle P.	East Gloucester.....		Sept. 1878	6 yrs. 10 mos.	Congenital.
Hayward, Nellie M.	Bridgewater.....		Sept. 1878	7 yrs. 8 mos.	Congenital.
Higley, Arthur L.	Becket.....		Sept. 1873	7 yrs. 6 mos.	Measles at 1 year; partially deaf.
Houghton, Edith F.	Worcester.....		Sept. 1873	8 yrs. 6 mos.	Unknown; at about 2 years, lost speech.
Howson, Clara E.	Shelburne Falls.....		Sept. 1881	16 yrs. 4 mos.	Accident at thirteen years.
King, John W.	Benson, Vt.....	A very little at public school.	Oct. 1879	12 yrs. 6 mos.	Scarlet fever in 9th year.
Kirby, John.....	Westboro.....		Sept. 1880	10 yrs.	Spinal meningitis at 15 months.
Langley, Hettie E.	Westboro.....		Sept. 1879	7 yrs. 4 mos.	Scarlet fever at 2 years; lost speech.
Leeds, Albert L.	Northampton.....		Oct. 1882	10 yrs. 9 mos.	Scarlet fever at 4 years; partially deaf.
Lendall, Grace N.	Essex.....	A short time at Horace Mann School	Sept. 1875	7 yrs. 4 mos.	Congenital; partially deaf.
Lewis, O. Eugene.....	Kansas City, Mo.....	1870-71 here, pub. & priv. school since	Sept. 1882	20 yrs 6 mos.	Inflammation of brain at 1 year, 8 mos.
Lincoln, Ellen Etta.	Worcester.....		Mar. 1874	5 yrs. 8 mos.	Cerebro-spinal meningitis at 4 years.
Mahoney, Mary F.	North Andover.....		Sept. 1879	7 yrs.	Congenital.
Martin, Mary F.	North Adams.....		Sept. 1877	8 yrs. 3 mos.	Congenital.
McGormick, Patrick L.	Taunton.....		Sept. 1882	10 yrs. 11 mos.	Unknown; at 5 years, lost speech.
McGee, Alice.....	Marlboro.....		Sept. 1879	9 yrs. 7 mos.	Illness at 15 months.
McSheehy, Agnes L.	Fitchburg.....		Sept. 1879	8 yrs.	Spinal disease at 3 years; lost speech.
Mealey, William E.	Lowell.....		Sept. 1877	6 yrs. 4 mos.	Cerebro-spinal meningitis at 2 y. 6 m; 1. sp.
Melodey, John.....	Peabody.....		Sept. 1879	7 yrs. 9 mos.	Scarlet fever at 2 yrs. 6 mos; lost speech.

Mitchell, Jennie B.	Montreal, P. Q.	A little at home.	Sept.	1881 14 ya.	5 mos.	Convulsions at 7 months; partially deaf.
Morris, Charles W.	Abington	.....	Sept.	1878 7 ya.	6 mos.	Congenital; partially deaf.
Morse, George F.	Newburyport.	.....	Sept.	1882 10 ya.	2 mos.	Spinal disease at 2 years; lost speech.
Mounford, John T. W.	Lowell	Public School before he became deaf	Jan.	1882 11 ya.	4 mos.	Scarlet fever at 6 years 3 months.
Mowry, Lillian E.	Marlboro	.....	Sept.	1878 7 ya.	2 mos.	Cerebro-spinal meningitis at 13 months.
Mullen, Annie.	Monson	.....	Dec.	1875 8 ya.	3 mos.	Scarlet fever at 7½ years.
Mullany, Alice.	Worcester	.....	Sept.	1882 7 ya.	11 mo.	Congenital.
Murphy, Catherine.	Dedham	.....	Mar.	1883 7 ya.	7 mo.	Cerebro-spinal meningitis at 6 years.
Murphy, Michael	Brookton	.....	Sept.	1877 8 ya.	1 mo.	Spinal meningitis at 5 yrs; lost speech.
Nichols, Willie A.	Sieburne Falls	.....	Sept.	1877 8 ya.	4 mos.	Congenital.
Nolen, Francis R.	Salem	.....	Sept.	1877 8 ya.	1 mo.	Congenital.
O'Neill, Thomas	Burlington, Vt	A very little at school	Oct.	1881 14 ya.	9 mos.	Scarlet fever at 3 years.
Pavett, Samuel C.	Randolph	.....	Sept.	1861 7 ya.	9 mos.	Cerebro-spinal meningitis at 15 months.
Pearl, Annette	St. Johnsbury, Vt.	.....	Sept.	1877 8 ya.	7 mos.	Scarlet fever at 8 months.
Poor, Charles F.	Peabody.	.....	Sept.	1876 9 ya.	4 mos.	Scarlet fever at 4 years.
Potter, Willie W.	Groton	.....	Sept.	1878 6 ya.	2 mos.	A fall at 1 year 6 months.
Pratt, Herbert P.	Fitchburg	.....	Sept.	1875 8 ya.	2 mos.	Congenital.
Prizer, Hattie E.	Brighton, Iowa.	Three years private instruction	Sept.	1882 14 ya.	9 mos.	Cerebro-spinal meningitis at 18 months.
Putnam, Edward J.	Rutland	.....	Sept.	1877 6 ya.	1 mo.	Spinal meningitis at 8 months.
Quinn, David	Weston	.....	Sept.	1878 9 ya.	1 mo.	Inflammation of brain at 2 yrs; lost sp'h.
Reynolds, Alma E.	Fitchburg	.....	Sept.	1874 5 ya.	6 mos.	Scarlet fever at 5 years.
Richardson, Eugene H.	Groton	Public school	Nov.	1874 5 ya.	10 mos.	Scarlet fever in 3d year; partially deaf.
Richardson, Florence J.	Groton	.....	Sept.	1878 6 ya.	9 mos.	Congenital; partially deaf.
Richardson, George E.	Northampton	.....	Sept.	1880 5 ya.	3 mos.	Cerebro-spinal meningitis at 2 years.
Robbins, Alfred H.	Rochester, Ind.	Lip-reading at home	Sept.	1882 11 ya.	5 mos.	Sickness at 2 years; lost speech.
Silva, Rufino	New Bedford	.....	Sept.	1877 7 ya.	3 mos.	Cerebro-spinal meningitis at 4½ years.
Shepherd, Edith F.	Rochester, Ind	.....	Sept.	1873 6 ya.	9 mos.	Spinal disease at 4 months.
Shoughrow, John Fred.	Brookton	.....	Sept.	1879 5 ya.	1 mo.	Scarlet fever at 2 ya. 8 mos; lost speech.
Smith, William	North Andover	.....	Sept.	1878 9 ya.	1 mo.	Scarlet fever when very young.
St. John, Maria L.	Worcester	.....	Sept.	1880 6 ya.	2 mos.	A fall at 2 years; lost speech.
Thompson, Nellie	Worcester	.....	Sept.	1877 7 ya.	1 mo.	Congenital.
Underwood, Carleton J.	Ayer	.....	Sept.	1874 5 ya.	10 mos.	Inflammation of ear-drums at 1½ years.
Ward, Mark E.	Cambridgeport	.....	Sept.	1881 5 ya.	4 mos.	Congenital; partially deaf.
Ware, Alice L.	Worcester	.....	Sept.	1881 8 ya.	1 mo.	Cerebro-spinal meningitis at 10 months.
Wecks, Lucy H.	Middletown, Ct.	.....	Dec.	1877 8 ya.	7 mos	Scarlet fever at 3½ years; lost speech.
Weinhold, Albert E.	Lawrence	.....	Sept.	1882 10 ya.	2 mos.	Congenital; partially deaf.
Westropp, Thomas M.	Springfield	.....	Sept.	1880 9 ya.	9 mos.	Scarlet fever at 8 months.
Wheel, John E.	Huntington	.....	Sept.	1877 10 ya.	2 mos.	Spinal meningitis at 1 year 3 months.
Whitaker, Z. Nellie.	Hampton, Conn	.....	Sept.	1876 8 ya.	5 mos.	Cerebro-spinal meningitis at 4 y; lost sp.
Wise, Wilfrid A.	Greenfield	Public School	Oct.	1882 15 ya.	6 mos.	Congenital.
Wood, Elmer N.	Brookton	.....	Sept.	1878 6 ya.	10 mos.	Scarlet fever at 14 months.
Woodward, William F.	Marlboro'	.....	Sept.	1881 8 ya.	1 mo.	Scarlet fever at 5 yrs; ret'd a few w'ds.
Wordell, Annie M.	Fall River	.....	Sept.	1881 7 ya.	6 mos.	Congenital.
Wordell, Carrie B.	Fall River	.....	Sept.	1879 8 ya.	1 mo.	Congenital.
Young, Florence P.	Salt Lake City, Utah	.....	Sept.	1874 6 ya.	2 mos.	Inflam. of brain at 5 ya; ret'd a few w'ds.
Zimmer, George E.	Lowell	.....	May	1874 6 ya.	2 mos.	

Whole number of boys, 47.

Girls, 33.

Total, 80.

## TERMS OF ADMISSION.

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This Institution is especially adapted for the education of semi-deaf and semi-mute pupils, but others may be admitted. It provides for the pupil's tuition, board, lodging, washing, fuel and lights, superintendence of health, conduct, manners and morals.

The charges are three hundred dollars a year ; for tuition alone, sixty-six dollars ; payable semi-annually, *in advance, the first week* of each term. No deduction, except for absences on account of sickness. Extra charges will be made for actual expenses incurred during sickness. *No pupil will be allowed to withdraw before the end of the second term in June, without weighty reasons, to be approved by the School Committee. The contract is for the entire year.*

The State of Massachusetts appropriates annually funds for the education of its deaf-mutes. Children aided by these funds must remain members of the school until dismissed by the proper authorities. (See State Law, back of title page.) The Institution, also, appropriates the income from its funds for the aid of beneficiaries from Massachusetts, according to their need. Forms of application for the State aid will be furnished by the Secretary of the Commonwealth or by the Institution. There are two terms in the year, of twenty weeks each, with a summer vacation of twelve weeks. Pupils cannot spend the vacation at school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

*The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal, each term, for incidental expenses.*

Applications and letters for information must be addressed to Miss H. B. Rogers, Principal of the Clarke Institution for Deaf-Mutes, Northampton, Massachusetts, with a stamp for return postage. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Pupils must be at least five years old on entering the Institution, and *must bring a certificate of vaccination*, and a list of the diseases they have had. The Institution is not an asylum, but a school of learning ; and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and good moral habits.

Visitors are admitted Thursday afternoons.

## APPENDIX A.

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### A REPORT ON THE THIRD\* INTERNATIONAL CONGRESS FOR THE AMELIORATION OF THE CONDITION OF DEAF-MUTES, AND ON EUROPEAN SCHOOLS VISITED.

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*To the Corporation of the Clarke Institution :*

GENTLEMEN :—In compliance with your request, I herewith present the following brief reports :

The Third International Congress, to which I had the honor to be your delegate, was held in Brussels, in August last, 13th to 18th inclusive. You were also more ably represented by Mr. Gardiner G. Hubbard, the first President of your Board. Mr. Hubbard was present during the first four days of the Congress, and acted as Vice-President of the English-speaking Section. He was succeeded in that office by Dr. I. L. Peet.

The president of the local committee was Canon de Haerne, whose writings on the education of the deaf have made his name familiar. He was chosen President of the Congress by acclamation, and Frère Cyrille, General Secretary. These gentlemen are the heads of the two schools for the deaf in Brussels. A vice-president and secretary for each nation represented, were also chosen—England and America being considered as one—the English-speaking section. The language of the Congress was for the most part French, but there were interpreters for the German and English sections. Naturally the members of the

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\*The first was held at Paris in 1878 ; the second at Milan in 1880.

Belgian section outnumbered those of any other single nationality, and as these were with few exceptions members of religious orders, the clerical party in the Congress was large. The printed programme, which had been sent out months before the meeting of the Congress, named six topics for discussion, and asked that all papers be sent in to the central committee at Paris, so that abstracts of their contents might be prepared. Such abstracts, prepared with great care and skill, were in the hands of M. Houdin, ready for presentation, but, to the great regret of many, only a portion of these were called for, and none of the original papers were read. It is expected that these will be printed in full in the Report of the Congress.

The question of systems was not considered at this Congress. All discussion was based on the supposition that the judgment of the preceding International Congress at Milan, in 1880, was conclusive—i. e.—that Articulation and Lip-reading should be the means of instruction for the deaf. There were a few present who surely have not accepted that decision as wise, or binding, but courtesy and motives of diplomacy forbade the renewed discussion of this question, (not named in the published programme), in a body whose vote would have been a repetition of that at Milan. The great body of this Congress were advocates of the Oral System. Germany, Switzerland, Italy, France, Belgium, and, in an increasing measure, England, are now to be classed as such. Our own Country, though having every advantage for the best education of this unfortunate class, is slowest in adopting the German system. Switzerland and Italy adopted this method some years ago. Canon de Haerne, in his opening "address," pronounced himself an adherent of the combined system. He said, "The Belgians walk with the French in their methods of educating the deaf—they are going from signs to the oral system." "The present contest is between the purists and non-purists." "Though teaching speech by speech, the natural gestures brought by the children should not be thrown away." "Speech and speech only can restore the deaf to society." Inspector General Braün, of the Normal Schools of Belgium, said, "Speech alone is the proper method of educating the deaf. They do not speak because they do not know how, not because they cannot speak." M. Le Rochelle, speaking in the name of M. Pereire, said, "France at first admitted a manual system,

but in the last few years has given preference to speech. Milan conquered all the difficulties against it." In England, certainly, a great movement towards the German system is going on. The existence of two schools for training teachers in the oral method, and the transition state of several schools are proof of this. Ireland, Holland, Norway and Spain also had representatives present, nearly all of whom were advocates of this system.

THE FIRST TOPIC discussed was the necessity of organizing a Normal School, or a Normal Course in connection with an Institution, as a training school for teachers of the deaf.

A very positive judgment was expressed by almost every speaker in favor of a special preparatory training for teachers of the deaf. The means recommended by which this training was to be accomplished were various, some urging normal classes attached to large institutions or schools; some, colleges for the training of teachers with small schools attached as model schools; and others that each school should train its own teachers in its own class-rooms, without any regular course of normal instruction. M. Snyckers, head-master at Liège, Belgium, said, "Teachers of the deaf should have the same opportunities for training as teachers of hearing children. They should be recognized by the government; until this is so, Normal Schools cannot be. There should be pensions for teachers of the deaf as for teachers of hearing children." Sig. Fornari of Milan said, "Government should support such persons in their work until they have learned in their own or some other country. Every government should insist that every teacher should be instructed either in public or private institutions until they are fitted to become teachers of the deaf." Herr Walther of Wriezen protested that a teacher of the deaf needed as much training as a teacher of ordinary schools. He should have (1) a certificate of elementary education, (2) technical training in a school for the deaf, (3) governments should be invited to see these points carried out. One speaker said "It is impossible for the German mind to conceive of a teacher who had not received a course of training."

The Training Colleges or Normal Schools at Berlin, Milan, and the two in England at Ealing and Fitzroy Square, London, were frequently alluded to. Dr. Treibel at Berlin and Mr. Van Praagh at Fitzroy Square, London, have classes of teachers in

training, in connection with their schools. At Berlin the Normal Course of Instruction occupies two years. The school with which it is connected has 83 pupils and the instruction to the student-teachers is given wholly by the Principal. The first year of the course includes practical articulation in the younger classes, the difficulties, and how to overcome them. In the second year the students give instruction in the presence of the Principal. Herr Treibel said that such students should be trained as teachers one or two years in ordinary schools before beginning this special course of training. Through the kindness of Mr. Kinsey in allowing me the reading of his paper prepared for the Congress, I am able to give the course of instruction pursued at Milan and at Ealing. The similarity of the two courses will be noticed, but Mr. Kinsey did not know of the existence of the College at Milan until after the Training College at Ealing under his own care was fully established. The Italian Training College at Milan was founded in 1830—re-formed by statute in 1863—and has continued regular work since 1865. The course of instruction is nine months. The Principal gives lectures on Teaching; a catechist on Methods of Teaching Religion; a medical practitioner on Anatomy and Physiology, especially regarding the respiratory and vocal organs. Students are present at lessons given by the teachers of the separate classes. At the close of the scholastic year the student undergoes an examination before a commission chosen by the Acting Committee and receives a certificate signed by the Minister of Public Instruction. Students are divided into boarders and day students.

The Training College for Teachers of the Deaf on the German System, at Ealing, has connected with it a school of about twenty pupils, divided into five classes. The instruction to the student teachers is given wholly by the Principal, and they observe the instruction of classes during school hours. The curriculum for these students is as follows:—

First Term:—A general survey of the condition of the deaf and dumb, physically, mentally and socially. The various methods of teaching, with the advantages and disadvantages claimed for each. History and literature of such teaching. An exhaustive examination of the mechanism of speech, and the elements of sounds employed in the English language.

Second Term:—Anatomy and Physiology having direct or indirect bearing upon the condition of the deaf and dumb,

the dumb and imbecile ; and the deaf, dumb and blind. The various systems for the development of Articulate Sound—its nature, conduction and propagation.

Third Term.—The construction and development of language. A summary and recapitulation of the year's work.

Some remain for a more extended course occupying a second year. A thorough examination, both oral and written, is given at the close of the course. The Committee of Examination consists of members chosen from the "Society for the Diffusion of the German System in the United Kingdom," under whose auspices the College works, together with one or two members of the medical profession. A part of the young ladies in course of training are allowed to reside in the College and to assist in the care of pupils out of school hours.

The discussion of this question relating to the establishment of Normal Schools or Classes, occupied a portion of two days, but owing to international antipathies and lay and clerical animosities among the members of Congress, it was at last closed without attempting a decisive vote. Despite this, the strong expression, by a majority of the teachers of largest experience present, in favor of most thorough general and technical training for the teachers of the deaf, may be considered a moral decision in its favor.

THE SECOND TOPIC was, the largest number of pupils that a teacher can well instruct by the pure oral method—also as to the employment of pupils in instructing each other. In regard to the first part of the question, the general opinion was that primary classes should if possible not exceed eight or ten pupils, and that older classes should not exceed twelve. (A prominent advocate of the combined system expressed in private conversation the judgment that these numbers should not be exceeded under *any* method of instruction.) The Abbe Tarra said, "I have no special ability, but I can teach twelve pupils in a class, and in a higher grade even twenty. I would, however, advise that younger classes should not exceed eight or ten. I have tried all systems and find the pure oral the best." In regard to the second part of the question there was a very general opinion that the deaf should never teach the deaf. One teacher remarked, "To make the deaf teach the deaf is but to undo our work." Unanimous votes were passed declaring the judgment of the Congress to be (1) that the lower classes should number not more than eight or ten, (2) that the higher classes number



*High Course.*

Articulation and Elocutionary Exercises.

Arithmetic (completed).

Algebra.

Geometry.

Physiology.

Zoölogy.

Botany.

Geology.

Physical Geography.

Astronomy.

Natural Philosophy.

Chemistry.

History (Ancient and Modern).

Grammar and Analysis.

Rhetoric.

English Literature.

Political Economy.

Psychology.

Drawing— { Cast.  
Instrumental.  
Crayoning or Water Colors.

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In order to graduate, pupils must have seventy-five per cent. in the semi-annual examinations of the last two years of the course.

# ORDER OF THE DAY

## AT THE CLARKE INSTITUTION.

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Rise,	6 A. M.
Breakfast,	6½ A. M.
Boys work in cabinet shop,	7 to 8½ A. M.
Devotional Exercises,	8½ A. M.
School,	9 to 12 A. M.
Dinner,	12½ P. M.
School,	2 to 4 P. M.
Girls sew, larger boys work in cabinet shop,	4¼ to 5¼ P. M.
Supper,	6 P. M.
Study-hour and prayers,	7¼ to 8¼ P. M.
Retire,	8¼ P. M.

The younger children rise at 6¼ A. M., and retire at 7 P. M.

### SUNDAYS.

Attend various churches with teachers and attendants.

Sabbath school lesson and reading with the teachers in the afternoon.

The more advanced pupils attend religious service conducted by one of the teachers in the following manner :

Scriptural Invocation.

Hymn.

Prayer.

Sermon,

Extempore Prayer.

Hymn.

Doxology.

The pupils join audibly in the service.

# Names, Residences, etc., of Pupils, for the Year Ending September 1, 1888.

NAME.	RESIDENCE.	TIME AND PLACE OF INSTRUCTION BEFORE ENTERING CLARK'S INSTITUTION.	TIME OF ENTERING INSTITUTION.	AGE AT TIME OF ADMISSION.	CAUSES OF DEAFNESS.
Adams, Robert Barclay	Northampton.....	Private teacher, at home.	Sept. 1879	13 yrs.	Inflammatory croup in infancy.
Altham, Ella	Fall River.....		Sept. 1882	8 yrs.	Spotted fever at 2 years; lost speech.
Ames, Mary E.	Lynn.....		Sept. 1877	7 yrs.	Cerebro-spinal meningitis at 3 yrs; lost sp.
Berry, Alice M.	Cambridgeport.....		Sept. 1878	7 yrs.	Congenital.
Berry, Dora F.	Cambridgeport.....		Sept. 1880	5 yrs.	Congenital.
Berry, Clement E.	Monson.....		Sept. 1880	8 yrs.	Cerebro-spinal meningitis at 1 yr. 9 mos.
Cargill, Erving H.	Littleton.....		Sept. 1881	7 yrs.	Illness at 4 years; lost speech.
Carrigan, Charles	Holyoke.....		Sept. 1876	10 yrs.	Congenital.
Castle, Mary	Granville Corners.....		Sept. 1876	8 yrs.	Congenital.
Chaffee, George O.	Cincinnati, Ohio.....		Sept. 1878	7 yrs.	Brain fever at 1 year, 4 months.
Clancey, Arthur H.	Worcester.....		Sept. 1878	6 yrs.	Cerebro-spinal meningitis at 2 1/2 yrs; lost sp
Condon, Annie M.	Worcester.....		Sept. 1878	7 yrs.	Brain fever at 3 years; lost speech.
Corless, Henry P.	Turners Falls.....		Sept. 1878	8 yrs.	Brain fever at 1 year.
Dwyer, Hettie B.	Bacon Hill, N. Y.....		Oct. 1880	6 yrs.	Congenital.
Fahrenholz, Charles R.	Springfield.....		Sept. 1879	5 yrs.	Rupture at 1 year.
Gilboy, Sarah	Boston.....		Sept. 1878	7 yrs.	Measles at 1 year, 9 months.
Gould, Dannie W.	Argos, Ind.....	At home, one winter	Sept. 1878	9 yrs.	Cerebro-spinal Meningitis at 3 y, 2 m, 1. sp.
Grady, James	Lowell.....		Sept. 1881	8 yrs.	Scarlet fever at 2 years; lost speech.
Hallissy, Jeremiah	Salem.....		Sept. 1878	7 yrs.	A cold at 2 years; lost speech.
Harty, Belle P.	East Gloucester.....		Sept. 1878	6 yrs.	Congenital.
Hayward, Nellie M.	Bridgewater.....		Sept. 1878	7 yrs.	Congenital.
Higley, Arthur L.	Becket.....		Sept. 1875	7 yrs.	Measles at 1 year; partially deaf.
Houghton, Edith F.	Shelburne Falls.....		Sept. 1875	8 mos.	Unknown; at about 2 years, lost speech.
Houston, Clara E.	Worcester.....	A very little at public school.	Sept. 1881	16 yrs.	Accident at thirteen years.
King, John W.	Rensselaer, Vt.....		Oct. 1879	12 yrs.	Scarlet fever in 9th year.
Kirby, John	Westboro.....		Sept. 1879	7 yrs.	Spinal meningitis at 15 months.
Langley, Hettie E.	Essex, N. H.....		Oct. 1882	10 yrs.	Scarlet fever at 2 years; lost speech.
Leads, Albert L.	Northampton.....	A short time at Horace Mann School	Sept. 1876	7 yrs.	Congenital; partially deaf.
Lendall, Grace N.	Essex.....		Sept. 1882	30 yrs	Inflammation of brain at 1 year, 8 mos.
Lewis, O. Eugene	Kansas City, Mo.....	1870-71 here; pub. a priv. school since	Mar. 1874	5 yrs.	Congenital.
Lincoln, Ellen Edna	Worcester.....		Sept. 1879	7 yrs.	Congenital.
Mahoney, Mary	North Andover.....		Sept. 1877	8 yrs.	Unknown; at 5 years, lost speech.
Martin, Mary F.	North Adams.....		Sept. 1882	10 yrs.	Illness at 15 months.
McCorrick, Patrick L.	Taunton.....		Sept. 1879	9 yrs.	Spinal disease at 3 years; lost speech.
McGee, Alice.....	Marlboro.....		Sept. 1879	8 yrs.	Cerebro-spinal meningitis at 2 y, 6 m, 1. sp.
McSheehy, Agnes L.	Fitchburg.....		Sept. 1877	6 yrs.	Scarlet fever at 2 yrs, 6 mos; lost speech.
Mealey, William R.	Lowell.....		Sept. 1879	7 yrs.	
Melodoy, John	Peabody.....				

Mitchell, Jennie R.	Montreal, P. Q.	A little at home.	Sept.	1881 14 yrs.	5 mos.	Convulsions at 7 months; partially deaf.
Morris, Charles W.	Abington.	.....	Sept.	1878 7 ys.	6 mos.	Congenital; partially deaf.
Morse, George F.	Newburyport.	.....	Sept.	1882 10 ys.	2 mos.	Spinal disease at 2 years; lost speech.
Mountford, John T. W.	Lowell.	.....	Sept.	1882 11 ys.	4 mos.	Scarlet fever at 2 years 3 months.
Mowry, Lillian E.	Marlboro.	.....	Jan.	1878 7 ys.	3 mos.	Cerebro-spinal meningitis at 13 months.
Mullen, Annie.	Monson.	.....	Dec.	1876 8 ys.	3 mos.	Scarlet fever at 7½ years.
Mullany, Alice.	Worcester.	.....	Sept.	1882 7 ys.	11 mos.	Congenital.
Murphy, Catherine.	Dedham.	.....	Mar.	1883 7 ys.	7 mos.	Cerebro-spinal meningitis at 6 years.
Murphy, Michael.	Brockton.	.....	Sept.	1876 8 ys.	1 mo.	Spinal meningitis at 5 yrs; lost speech.
Nichols, Willie A.	Shelburne Falls.	.....	Sept.	1877 7 ys.	4 mos.	Congenital.
O'Neill, Thomas.	Salem.	.....	Sept.	1877 8 ys.	1 mo.	Congenital.
Pavett, Samuel O.	Burlington, Vt.	.....	Oct.	1881 14 ys.	9 mos.	Scarlet fever at 3 years.
Pearl, Annetta.	Randolph.	.....	Sept.	1881 7 ys.	9 mos.	Cerebro-spinal meningitis at 15 months.
Poor, Charles F.	St. Johnsbury, Vt.	.....	Sept.	1877 8 ys.	7 mos.	Scarlet fever at 8 months.
Potter, Willie W.	Peabody.	.....	Sept.	1876 9 ys.	4 mos.	Scarlet fever at 4 years.
Prater, Herbert P.	Groton.	.....	Sept.	1878 6 ys.	2 mos.	A fall at 1 year 6 months.
Prizer, Mattie E.	Fitchburg.	.....	Sept.	1878 6 ys.	2 mos.	Congenital.
Putnam, Edward J.	Brighton, Iowa.	.....	Sept.	1882 14 ys.	9 mos.	Cerebro-spinal meningitis at 18 months.
Quinn, David.	Rutland.	.....	Sept.	1877 6 ys.	1 mo.	Spinal meningitis at 8 months.
Reynolds, Alma E.	Weston.	.....	Sept.	1878 6 ys.	6 mos.	Inflammation of brain at 2 yrs; lost sp'h.
Richardson, Eugene H.	Groton.	.....	Nov.	1874 5 ys.	10 mos.	Scarlet fever at 5 years.
Richardson, Florence J.	Groton.	.....	Sept.	1880 5 ys.	9 mos.	Congenital; partially deaf.
Richardson, George E.	Norton.	.....	Sept.	1882 11 ys.	3 mos.	Cerebro-spinal meningitis at 2 years.
Robbins, Alfred H.	Rochester, Ind.	.....	Sept.	1877 7 ys.	3 mos.	Sickness at 2 years; lost speech.
Silva, Rufino.	New Bedford.	.....	Sept.	1873 6 ys.	9 mos.	Cerebro-spinal meningitis at 4½ years.
Shepherd, Edith F.	Rochester, Ind.	.....	Sept.	1879 5 ys.	1 mo.	Spinal disease at 4 months.
Smith, William.	Brockton.	.....	Sept.	1878 9 ys.	2 mos.	Scarlet fever at 2 ys. 8 mos; lost speech.
Shouhrow, John Fred.	North Andover.	.....	Sept.	1880 6 ys.	1 mo.	Scarlet fever when very young.
St. John, Maria L.	Worcester.	.....	Sept.	1877 7 ys.	2 mos.	A fall at 2 years; lost speech.
Thompson, Nellie.	Worcester.	.....	Sept.	1878 7 ys.	1 mo.	Congenital.
Underwood, Carleton J.	Ayer.	.....	April.	1874 5 ys.	10 mos.	Inflammation of ear-drums at 1½ years.
Ware, Mark E.	Cambridgeport.	.....	Sept.	1881 5 ys.	4 mos.	Congenital; partially deaf.
Ware, Alice L.	Worcester.	.....	Sept.	1881 8 ys.	1 mo.	Cerebro meningitis at 2 ys. 6 m; lost sp'h.
Weeks, Lucy H.	Middletown, Ct.	.....	Dec.	1882 10 ys.	7 mos.	Cerebro-spinal meningitis at 10 months.
Weinhold, Albert E.	Lawrence.	.....	Sept.	1880 9 ys.	7 mos.	Scarlet fever at 3½ years; lost speech.
Westropp, Thomas M.	Springfield.	.....	Sept.	1882 15 ys.	2 mos.	Congenital; partially deaf.
Wheel, John E.	Hampton, Conn.	.....	Oct.	1877 10 ys.	2 mos.	Scarlet fever at 8 months.
Whitaker, Z. Nellie.	Greenfield.	.....	Sept.	1878 6 ys.	9 mos.	Spinal meningitis at 1 year 8 months.
Wise, Wilfrid A.	Brockton.	.....	Sept.	1876 8 ys.	5 mos.	Cerebro-spinal meningitis at 4 y; lost sp.
Wood, Elmer N.	Greenfield.	.....	Sept.	1881 8 ys.	10 mos.	Congenital.
Woodward, William F.	Marlboro.	.....	Sept.	1881 7 ys.	6 mos.	Scarlet fever at 14 months.
Wordell, Annie M.	Fall River.	.....	Sept.	1879 8 ys.	1 mo.	Inflam. of brain at 5 ys; ret'd a few w'ds.
Wordell, Carrie B.	Fall River.	.....	Sept.	1874 6 ys.	2 mos.	
Young, Florence P.	Salt Lake City, Utah.	.....	May			
Zimmer, George E.	Lowell.	.....				

Whole number of boys, 47.

Girls, 88.

Total, 135.

dent of the Congress ruled that it must be so understood. This excuses the seeming egotism of three members of a section, which at that period numbered but four, presenting their own names as the American Committee. Frankfort-on-the-Main was submitted by this Commission as the meeting place for the Fourth Congress.

The Belgian government extended every possible hospitality to the Congress. The King attended a portion of one of its sessions, expressing his interest in the work in which its members were engaged. The Minister of Justice was also present for a short time. The meetings of the body were held in the Palais des Académies. During the week of the Congress the school of Frère Cyrille in Brussels, the schools at Ghent, Bruges, and Antwerp were visited by the body of the Congress. An exhibition was also given on Wednesday evening by the pupils of the Royal Institution under the care of Canon de Hearne.

The influence of this Congress may be expected to produce more special training of teachers of the deaf, greater attention to lip-reading, and in some sections more asylums for aged, destitute and infirm-deaf-mutes.

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It is now eleven years since you received from Miss Rogers a report of her visit to European Schools. Within this time great progress has been made in the education of the deaf abroad, as well as in this country. Therefore a report of a few schools seen the past summer and autumn may not be without interest. I confined my visits to schools on the German System, knowing that our own country afforded ample opportunity to study the French System. Fourteen schools were visited; five in England, eight in Germany, and one in Switzerland. Four schools in Belgium were also seen, but only in public exercises to which members of the Congress were invited; all were, however, oral schools except the National School in Brussels under Canon de Haerne, where the combined system is still retained.

In the examination of German schools Miss Hull—now Lady Principal of the Training College at Ealing—accompanied me.

We selected those schools which, on careful inquiry, were named as among the best ; for our object was to know the possibilities of our system for success, and not to see what failures might be covered with the name of the German System. I cannot doubt that the schools of which I shall speak are superior to those of of. twenty or even ten years ago. I was, indeed, told by one director that five years ago the pupils of the school of which he now has charge were making signs and spelling on their fingers—a great change had surely taken place there. Most of the teachers in these schools were gentlemen thoroughly trained and of long experience in their work. They were perfectly familiar with the subjects to be taught ; confined to no text-book in the class room ; using concise, careful language—not fragments of sentences. Sitting or standing quietly before the class they gave instruction without signs, and with no more use of the crayon than would be seen in ordinary school rooms. Their manner of speaking was, with two or three exceptions, perfectly natural and in some instances very rapid. That the pupils followed this quiet, rapid speech was proved by their ready answers to questions and by their reproduction in writing of the oral lessons given by the master, as well as by their intelligent and interested faces. One teacher, whose speech was more rapid than that of any other I had ever seen, was in the habit of stopping abruptly in the midst of a sentence and designating a child who instantly repeated what he had just said. This repetition was most often required when an unfamiliar phrase or word was used. The exceedingly rare failure of his pupils to repeat his words was an undoubted proof of their understanding. The excellence of the articulation in these schools was shown, not by remarkable speech in a few cases, but by a uniform intelligibility which made it possible for foreigners to understand, with rare exceptions, all that was said. On leaving three of these schools, I asked a German lady with us how much of the pupils' speech she understood. In two cases the answer was, "I understood all." In the third case the answer was, "There was one child whom I could not wholly understand. I had no trouble in understanding all the others." The speech of these pupils was, in many cases, more natural, accent and emphasis more easy, than is usually true in the speech of the deaf. Zeal for mental instruction seemed never to make these teachers forgetful of their pupils'

speech. Defective elements, nasal and high tones, all were corrected. The result of this unremitting care was that in each higher class the articulation was better than in the preceding one. The mental development of these pupils seemed fully equal to that in any school I have ever seen. The causes which produce these admirable results seem to me to be the excellent state of discipline, resulting in unremitting attention to every word of teacher and pupil throughout the entire recitation; the teaching from the lips *alone* at first; the teaching from the lips *first* throughout the entire course; the absence of signs, the entirely natural manner of the teachers' speech, and with these the thorough training and long experience of the teachers.

In regard to systems of language-teaching employed in the German schools for the deaf, reference may be made to Herr Walther's book which is reviewed in the *Annals* for October of the current year. A growing tendency is manifest toward a diminished use of pictures, and an increased use of natural objects or their models. If possible show the child the object itself; if not, then use a good model, and, only as a last resort or sometimes as a reminder of the object previously shown, use a picture. We saw almost no individual instruction in these schools, except a limited amount in the youngest class. The work was class work. The single asking of a question or giving of a topic sufficed for the entire class, and its members were ready to answer in their turn without repetition of question or topic. The arrangement of desks in an elliptical form with the teacher at one extremity, enabled the pupils to see the lips of each other as well as those of the teacher. The pupils often corrected each other, or completed recitations begun by others, as in a class of hearing pupils. The desks were, in general, made of such shape as to fit closely together when placed in this position. In some schools a long table took the place of these desks—the teacher sitting at one end of it. Emphasis was often marked by a tap of the hand on the table or on a child's shoulder.

Two opposing opinions are held by the directors of German schools in regard to the relative advantages of day and boarding schools. Some urge that the pupils are best separated out of school, and for this purpose they are boarded in private families—two in a family—under the oversight of the Director. Others

urge that it is better for the pupils to board in the institution ; remaining so far as possible under the supervision of the teachers, out of school hours as well as in. Certainly we saw most excellent results under both systems.

The German schools were in session six days of the week, as they are in the ordinary schools of that country. The hours of school were, in general, from eight to twelve and from two to four. In one school the morning session was from seven to eleven. Pupils enter at seven or eight years of age, and remain eight years. The largest number which we saw in any class was sixteen. In general, classes averaged eleven or twelve, being much smaller in one school only.

Schools which seemed to us of especial excellence were those at Schleswig, Wriezen-on-the-Oder, Hildesheim, Frankfort-on-the-Main, Cologne, and Riehen in Switzerland. Other schools were named to us as excellent which we found it impracticable to visit. We especially regretted not being allowed to see the school at Stade. Had I been familiar with the Italian language, I should have visited schools in that country.

At *Cologne* we found a school of eighty-four pupils under the care of Herr Weisswiler. We had here a most thorough test of the ability of the pupils to read a stranger's lips. Mr. Schönteil, a native of Germany, now principal of the Jewish Institution in London, was present ; and through the entire day he talked with the pupils in different classes, sometimes on the subject of the lesson, but often on other topics. Though his pronunciation differed from that of this province, the pupils read his lips with very little difficulty.

In the more advanced classes much attention was given to naturalness in speech. The Director remarked, " Unless there is smooth speaking, it is not speaking at all." In the lower classes the forms of language were taught arbitrarily, but in the higher grades we heard most excellent work in Grammar. The drawings of these pupils were very remarkable ; many of them were from architectural subjects.

The institution at *Schleswig* is under the direction of Herr Engelke. It contains one hundred and forty-nine pupils, in two distinct schools, located in opposite parts of the town. In the lower school there are seventy-eight pupils—forty-five having



just entered. During the first two years, the children live at the school, being under the care of teachers out of school hours. At the end of that time, those deemed fit are promoted to the higher department, while the remainder are retained in the lower school, but are put out to board in families. Occasionally a dishonest or vicious child must be taken back into the institution for a time, and later given another trial in a family. The higher department, under Herr Köhler as head-master, contains 71 pupils, all of whom are in families in the town. Another peculiarity of this institution is the careful classification of its pupils according to their mental ability. Each grade contains three classes, (a) brightest, (b) medium, (c) dull. Teachers change classes every hour, especially in the higher grades. We visited every grade, noting the improvement in speech and lip-reading, which kept pace with the intellectual advancement of the pupils. I shall, however, copy from my note-book only some extracts of work done in the lowest and highest grades, though excellent work was done in the intermediate ones.

Class A of the new pupils was taught in great part by Direct-  
or Engelke. In several of these schools the Principal taught the entering class, and in almost every school he gave a daily Bible lesson of an hour's length to the highest class. Great care was given to the position of the children in sitting as to height of seats and foot-rests. The class had been three weeks in school. They were giving, from the teacher's lips, the breath consonants and several vowel sounds. No written characters had been given them as yet. Much care was given, in the training of the class, to close attention and concert of action in everything. The culture of the voice received especial attention. Breathing exercises, given with great care, occupied a portion of the time. One of these exercises was the inflation of various sized bladders with mouth pieces attached. Another teacher was preparing the class for writing by drill in arm and hand movements, and some practice on elements of script characters. Herr Engelke said that he usually gave a class from forty to eighty words in the first six months, and during the first year four hundred words; verbs, nouns, and adjectives "taken from what they can see." He also gives a class in its first year drill in the use of verbs, some teaching of numbers, drawing, gymnastics, and needle-work for the girls.

Exercises of the highest grade will show some of the results of six years' instruction. The oldest class, eleven in number, are most of them not over thirteen years of age, and are to be retained in school two years longer. We heard their second lesson on the subject of percentage in mental arithmetic. It was a model lesson in every way. Herr Köhler told us that he had excited the interest of the class in the subject by asking them how it was that a man who had some thousands of marks might spend constantly for the support of his family and yet have something left. He had solved the mystery for them by explaining the system of loaning money on interest. In the lesson which we heard, he reminded them of this, taught the word percent, and gave them problems containing it. His speech to the class, though distinct, was natural and rapid. The explanation of the subject and the problems given were in ordinary arithmetical language. There was no repetition except such as the subject itself demanded ; of repetition for lip-reading there was no need. There was no writing during this recitation, until, at its close, the teacher gave the symbol for per cent., and rapidly put down problems for home study which the pupils were to copy. Any error in articulation was corrected at once ; often by the suggestion of the spelling of a word, as:—"Shall is spelled with an a, not an e." However, the lip-reading was so good that such correction required no perceptible amount of time. The other lessons of this class were as follows:—(The figures after each show the number of hours per week devoted to that study.) Bible History, 3 ; Catechism, 3 ; Reading and Language, 4 ; Conversation, 2 ; Arithmetic, 4 ; Composition 2 ; Grammar, 2 ; Elocution, 2 ; History, 2 ; Geography, 2 ; Natural Philosophy, 2 ; Natural History, 2 ; Drawing, 2 ; Gymnastics, 2. We saw another class of this grade in a recitation in history. The lesson for the day was the story of Atilla and the Huns. Here, too, there was no repetition for lip-reading, but occasionally because a child failed in an answer. To one child, supposed not to understand what was said, the teacher repeated two words and received the quick reply, "I know." Each new proper name in the lesson was written on the blackboard by one of the pupils ; this was the only writing done.

A Norwegian lady, a teacher of the deaf, familiar with German, visited this school with us. She conversed readily with

the pupils. We saw one boy from the higherschool make a sign or two on the street ; aside from that we saw no sign from pupil or teacher throughout this department.

The Wilhelm-Augusta-Stift Institution is situated at *Wriezen-on-the-Oder* and is under the able management of Herr Walther. It is not yet four years since the school was opened, but the work has no appearance of newness save in the absence of advanced classes. The school numbers ninety-three. Thus far each teacher has retained his own class for all recitations, but Director Walther intends that, so soon as there are higher classes, teachers shall teach special branches ; regarding the gain in lip-reading and in variety of language as fully compensating for loss in any other direction. The lip-reading was excellent, and the voices of the pupils exceedingly pleasant. We did not hear a single disagreeable voice or an unintelligible sentence in the school. Various breathing exercises were given to the pupils, but wholly without mechanical aid. We were much pleased with a series of out-of-door lessons arranged for each class. In one class for the month of April the subjects were, spring and spring flowers ; for May, The river and fishing ; for June, birds passage, butterflies and ants, etc.

All the work of the institution was carried on in a most systematic manner. At the close of each recitation teachers entered in a book a record of the work done. On the first Wednesday afternoon of each month a conference of the teachers is held, at which papers are presented on subjects chosen or assigned ; recent publications belonging to the literature of the profession are reviewed and any matters of common interest are discussed. A record of each meeting is kept by one of the teachers, who acts as secretary. Each year some one of the staff of teachers is sent to examine one or more of the best schools, and bring back a report. The following year another teacher is sent to other schools. By this means they are kept well informed of the best methods in use. Besides the superintendence of this school, Herr Walther plans and inspects the work of twelve teachers who have four or five deaf pupils each in ordinary provincial schools. He must give each of these teachers at least six weeks' preparatory instruction. This plan of having a few deaf children educated in schools with hearing children is, I understand, peculiar to this small section of Germany. Herr Walther wholly

disapproves of it, and expects that these pupils will soon be removed to the institutions.

As we left this school, a German friend, wholly unaccustomed to the speech of the deaf, told me that she, like ourselves, had understood every child in the school. Surely this was a thorough test;—two persons who were listening to a foreign language and one who was wholly unused to the speech of the deaf.

The institution at *Hildesheim* is now under the direction of Herr Rössler,\* formerly of Osnabruck. It contains eighty pupils. On the day of our first visit we found most of the classes absent, having gone for their usual fortnightly out-of-door lesson. The following day we were present at the recitation of a class, three and a half years under instruction, in which they reviewed this excursion. They had seen a peasant plowing; men repairing the road; a wind-mill; and the gates at a railway crossing shut down while a train passed. These proved fruitful subjects for conversation, and the basis of valuable language teaching.

We heard Herr Rössler give a Bible lesson to the highest class which had been in school six and a half years. The subject of this lesson was "The Raising of the Widow's Son at Nain." The pupils had Bibles from which they read aloud in turn, two or three verses each, until the story had been twice read, then all read it in concert. I copy from my notes much of the recitation which followed. "Where is Nain?" "Nain is in Palestine." "In what part?" "In Galilee." "What does Nain mean?" The pupils did not know, so the teacher told them that it meant "the beautiful" or "the delightful." "Nain was a very beautiful town in a very beautiful situation. Who were coming out of the gate?" "A crowd of people with a widow." "What is a widow?" One child answered, "A woman whose son is dead," but others immediately corrected him. "Who is a widow?" "My mother is a widow." "Yes, and who else?" "My mother is a widow." Several children were named whose mothers were widows. "This woman was a widow—her husband was dead and now who else was dead?" "Her only son." "This was a great grief. Her husband was dead but still she had her son to help her, now he, too, was dead—this was a great affliction. The people had sympathy with the poor widow.

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\*Herr Rössler is the author of a valuable series of text-books for the deaf.

They were carrying the young man's body out to the grave, for the dead were buried outside the town. This crowd of people were coming out of the town. What other crowd was there near the gate?" "Jesus, his disciples and many people with him were coming toward the gate." "Here there were two groups of people; one surrounded the dead young man, in the other was the Christ. In one group there was death, in the other—what?" "Life." "In whom was life?" "In Christ." "Yes, death and life, and which was stronger?" "Life was stronger." "Why was life in Jesus to conquer death?" "Because he had been sent by God." "Who was the Prince of Death?" "Satan." "Who is the Prince of Life?" "Jesus." "What season of the year is it now?" "Autumn." "How do you know?" "The leaves fall from the trees. The corn is ripe." "Yes, the leaves fall because they are dead—the corn is cut down because it is ripe. Death is in nature. The seed of death is in the tree. All things in nature tend to death. Man has death in him. Why is death in man?" "Because of sin." "Life is in Christ. Why?" "Because he is above nature." "How can life be in man?" "By believing in Jesus." "For the trees, for all nature, there comes a springtime; life is in them as well as death. Nature has many autumns, many springs. Man has but one spring. Life now is the preparation for that springtime—a spring that will have no autumn—a life in which there will be no pain, no grief, no loss of any kind—eternal, everlasting joy. If the faith of Christ, the seed of life, is in us we shall wake to this spring. If that faith is not in us there will be eternal woe. If the seed of life is in us there is no more death. "What did Jesus say to the widow?" "Weep not." "If we said weep not to one in such grief it would be no comfort, but Jesus' word was, Why?" "Because he could give life." "He made death to be only a sleep. When we go to sleep for a time we neither feel nor know, but we wake again. Is sleep death?" "No." "But the death of the believer in Jesus is not death but sleep—a long, long rest. What other person did Jesus call to life?" "Lazarus." "Yes, and another?" "The daughter of Jairus." "What did he say about this maiden?" "She is not dead, but sleepeth." "And to Mary?" "Thy brother shall rise again." "Yes, and 'I am the resurrection and the life; he that believeth on me shall never

die.' 'The sting of death is sin,' but Jesus by his death has taken away our sin—now all who believe in him can say, 'Thanks be to God which giveth us the victory through our Lord Jesus Christ.' I have the seed of death in me by nature. You have the seed of death in you by nature. It may be this year, next year; in childhood, in youth, in old age. We cannot tell when death will come, but if we are believers in Jesus it will only be a sleep. We have nothing to fear—there is no fear in death to the believer. What did Jesus say to the young man?" "Arise." "What did the young man do?" "He rose up and began to speak." "What did Jesus do?" "He gave the young man to his mother." The class were then told to read the passage over to themselves. I asked if they were to commit it to memory. The Director replied, "No, I do not believe in much memorizing. If the children are thinking of the words they are apt to forget the thought." One of the boys was then called on to repeat the story in his own language. This the boy did very well. During the lesson, which occupied less than an hour, the director sat quietly at his table speaking as if to an audience of hearing pupils. An expression of deep interest was on every child's face, and their ready answers proved how closely they were following his words.

We saw in this school some advanced pupils receiving individual instruction outside of school. One boy was learning French. A young semi-mute girl, anxious to pursue the same studies as her hearing sister, was studying general history and literature. At Herr Rössler's request, she recited to us with accuracy and good expression a long poem of Schiller's.

At *Frankfort-on-the-Main* we visited the now well known school of Herr Vatter, numbering but twenty-four pupils; all boarders. Three teachers, one gentleman and two ladies, assist Herr Vatter in the teaching of the five classes into which the school is divided. The classes number two, five, six, six, and five pupils; the first and second at times recite together. We saw here *very* rapid lip-reading and speech. The Director teaches the two oldest classes several hours each day, and to them his speech was so rapid that it was only by the closest attention that I could follow him. He occasionally turned from his pupils to speak to the German teachers who were present as guests, and the change from intense haste to natural quietness of speech

was very noticeable. No child was allowed to speak a sentence except in a rapid continuous manner, and with strong emphasis. This made his pupils' speech less monotonous but never less intelligible.

The two most advanced classes were studying natural philosophy, using a little textbook of Herr Vatter's.\* The most of these pupils had been in school but four and one-half years. On the second day of our visit we heard a lesson on the equilibrium of fluids. The Director poured water into the largest of a set of glass tubes such as are often used to illustrate this subject, and, watching the result, he drew from the class the statement that the water in the second and third tubes rose to the same height as in the first. After a little talk on this, he asked them for illustrations of this principle. They readily gave several—such as a coffee-pot and the Frankfort water-works. In regard to this last he asked them where the water came from? what and where the reservoir was? size and location of the main water pipe and size of pipes which carried water from the main pipes into the houses? What makes the water come into this house? It comes itself. Why? etc. A hill was represented on the blackboard with the reservoir three-fourths the way up. A house was placed at the top and another at the bottom. Questions were asked as to the carrying of water into each, reasons of failure in one case and success in the other. The case of capillary attraction, shown with another set of tubes, was said to be an exception to this rule in regard to the equilibrium of fluids. The new word "exception" was taught by illustration. Rapid questions followed Did you ever hold sugar in black coffee? Yes. What did you see? The sugar became brown. How? The coffee rose in the sugar. What then must the sugar have? Tubes. Have you seen those tubes? No. More talk of tubes in sugar, sponge and blotting-paper followed and the word pores was given. We heard these classes recite a lesson on "The rebuilding of the Temple." We also heard lessons in arithmetic. For direct language culture they were studying a poem; explaining figures and giving the meaning of stanzas in prose. They were also reading from a book prepared for ordinary schools. They had recently made an excursion to the Grin-

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\*He has published several other excellent books for the use of the deaf. The Organ is also published here.

denwald; this excursion they reviewed in long conversations. Considering the length of time these children had been under instruction we thought their attainments unusual.

The youngest class had been in school five months. Herr Vatter taught them a part of each day. His work with this class was done without slate or crayon, and consisted in the giving rapidly of combinations, words and short commands; which the children one by one repeated. They showed the meaning of these words either by pointing at the object or by performing the action. Afterward the words used in this lesson were written, being read from an assistant teacher's lips. Great care was given to accent, even in this youngest class. The next grade higher were being taught emphasis in the answers to questions, by the simple direction that they were to emphasize the one word or words which answered the question; as, *Who gave you the book?* *John* gave me the book. *How many* books have you? I have *four* books.

We saw in this school most excellent work in object drawing and flower painting.

The school at *Riehen*\* is perhaps more widely known than any other on the German System. It attained its great excellence under the lamented Inspector Arnold, but is now under Herr Frazee. Riehen is a tiny village half an hour by carriage from Basle. This school contains forty-six pupils in four classes. The two more advanced classes are under the care of two young men, the two younger classes under the two saintly women who have done much to make the school what it is. These four teachers are never absent from their pupils. The two sisters occupy the house with the girls, and the two young men that with the boys. They teach them in school, superintend their domestic work, their study, their walks, their play, and care for them at night. The pupils are kept closely occupied, but a spirit of happy content seemed to fill the place. This is a school of deaf children without signs. Pupils are admitted only once in two years. This is surely one way to lessen signs. The new pupils in the school are at once associated with talking children. We saw not one sign during the three days we were in the school except a few among the children in the new class, and we were there before

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\*An account of this school by Mr. Greenberger, may be found in the *Annals* for Jan. 1879 and Jan. 1880.



school in the morning ; we watched them through their half hour recess ; we saw them at their work. They were always talked to and they always talked.

In the school-room the discipline is perfect—constant attention without any feeling of constraint. A most noticeable thing was the commendation of every successful effort, especially on the part of those less capable than others. Throughout the school much concert work was done. Herr Frazee taught the youngest class, aided by one of the lady teachers. The next higher class had been in school two years and was taught by the other lady, save as she exchanged classes with the teacher of the oldest class for an hour each morning. She was asking her children the question, "What can you do?" This question had been first used as a new lesson on the morning of that day, and the children gave readily these answers: "I can eat." "I can play." "I can knit." "I can crochet." The question was first given by the teacher, then repeated in concert by the class, then answered by one child after another. No child was allowed to give an answer previously given by another. Afterward all took their slates and each wrote ten sentences beginning with "I can." Then the teacher said "We will go in the garden. We will ask the bee what it can do. We will ask the hen what she can do. We will ask the gardener what he can do." They crept softly through the next school-room, but once out of doors off ran the teacher at full speed and the children after her. By the time we had reached the beehive they were all saying, "What can you do?" to the bee. Some child answered, "The bee can sting." All in concert then asked, "What more can you do?" Another child answered, "The bee can also fly." "We will go and see the hen. We will ask the hen what she can do." Away they ran. By the hen house they said, "Hen what can you do?" "The hen can fly." "The hen can walk." "The hen can lay eggs." They visited the pig and questioned it. Then they found the gardener at work setting stones around the borders. One child was told to ask the gardener what he could do. He was too much embarrassed to answer at first, but he soon gave these answers, some child asking the question each time: "I can place stones. I can water flowers. I can spade. I can reckon." The teacher told one child to ask him if he could also sleep, another if he could walk, etc. Then all said, "I

thank you," "Farewell," some shaking hands with him. The teacher, too, gave him her hand and thanked him. Frederick, a workman, came in sight and they ran to question him. On the way they passed a rosebush. Off came a twig with a thorn on it. "That is a thorn," the teacher said. She pricked a child's cheek with it, then asked, "What can the thorn do?" They called at the kitchen and questioned the cook and the maid. Fran Fraze came down the stairs. The children were much amused at her reply to their question, "I can sleep." Crossing the yard they stopped by a spring from which the water was running. "Water, what can you do?" "The water can flow." Passing under the trees, the teacher picked up a leaf. "Leaf, what can you do?" She let it fall. "The leaf can fall." "We will write." They ran back to the school-room and a repetition of the same was begun. "What can the bee do?" etc. Each answer was repeated in concert, then written by the children on their slates. Close attention was given to every word of the teacher in this out of door lesson. A part of the verbs used were new. This class were just beginning a simple Bible history,\* written by Inspector Arnold. Each school session was opened and closed, in each class, with a prayer of only a sentence or two, asking for help in their work. During this prayer all stood behind their desks.

During the summer, when in London, I visited five schools:—the training college for teachers of the deaf on the German System, at Ealing, of which mention has been made in the report of the Brussels Congress; the school and training college at Fitzroy Square; the Jews' Home at Walmer Road; Miss Hull's private school at Kensington, and one of the classes for the deaf under the London School Board. These are all schools upon the German System, and any report of them would be, to some extent, a repetition of that of schools already reported. A single point in connection with the Board schools seems worthy of being named. Many of the pupils in these schools come from the poorest and most degraded districts of London, and from homes not worthy to be named as such. Mr. Stainer, the superintendent of the School Board, has established homes, near the schools, for such pupils. In these homes they are cared for

\*Inspector Arnold also wrote a work on elementary language, an English translation of which would be of great value.

while in school. I understood that a part, at least, of the teachers also lived in these homes.

A most kindly reception was accorded me at every school visited, and I was allowed ample opportunity to see the methods of instruction employed and to know their results. Especial kindness was shown me by members of the Society for the Diffusion of the German System in Great Britain.

Allow me, gentlemen, in presenting this report to tender to you my most hearty thanks for your kindness, and to express the hope that the generosity which sent me to the Congress and among these schools may not be without some good fruit. What has been seen surely inspires me with greatly increased confidence in the German System. Knowing the value of the results we have already attained in our work, I look for still greater good.

Yours Respectfully,

CAROLINE A. YALE.

## APPENDIX B.

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The statistics tabulated on the following pages were gathered to use at the recent Congress in Brussels, but no opportunity to use such information being found, it is thought best to put them in permanent form in this Report, as they may be useful for future reference. The Institutions reported are those given in the last January Annals. With a single exception, very courteous replies were received to the circulars of inquiry issued, for which thanks are due the Principals of these Institutions.

**Tabular Statement Concerning the Teaching of Articulation in the Institutions  
of the United States—May, 1883.**

Name.	Location.	Date of opening.	Chief Executive Officer.	Articulation Teacher First Employed.	Employed con- stantly since?	No. Teachers of Articulation now Employed.	No. Pupils in Institution.	No. Receiving In- struction in Ar- ticulation.	No. using it as a Means of Instruction.	No. Taught Artic- ulation, but not using it as a Means of Instruction.
1 American Asylum	Hartford, Conn.	1817	Job Williams, M. A., Principal.	1855	No (o).	1	188	35	None.	35
2 New York Institution	Washington Heights New York, N. Y.	1818	Isaac Lewis Peet, LL. D., Prin.; Carlton Carson, M. D., Supt & Res't Physician.	1818	No (b).	2	448	900	33	167
3 Pennsylvania	Philadelphia, Pa.	1820	Joshua Foster, Principal.	1870	Yes.	2	315	70	None.	70
4 Kentucky	Danville, Ky.	1823	D. C. Dudley, M. A., Superintendent.	1868	Yes.	None.	146	6	(c) 6	None.
5 Ohio	Columbus, Ohio.	1829	Benj. Talbot, M. A., Acting Supt.	1876	Yes.	2	430	80	None.	80
6 Virginia	Staunton Va.	1839	Charles S. Roller, Principal.	1876	Yes.	1	57	16	10	6
7 Indiana	Indianapolis, Ind.	1844	William Glenn, Superintendent.	1876	Yes.	1	327	41	None.	41
8 Tennessee School	Knoxville, Tenn.	1845	Thomas L. Moses, Principal.	1880	Yes.	1	102	13	13	None.
9 North Carolina In-sti-tution.	Raleigh, N. C.	1844	W. J. Young, do.	1880	Yes.	1	80	10	10	None.
10 Illinois	Jacksonville, Ill.	1846	Philip G. Gilllett, LL. D. Supt.	1868	Yes.	3	523	133	None.	133
11 Georgia	Cave Spring, Ga.	1846	W. O. Connor, Principal.	1880	Yes.	None.	76	8	None.	8
12 South Carolina.	Cedar Spring, S. C.	1849	Newton F. Walker, Superintendent.	1880	Yes.	1	48	6	6	None.
13 Missouri	Fulton, Mo.	1851	Wm. D. Kerr, M. A. do.	1874	Yes.	2	192	55	None.	55
14 Louisiana	Baton Rouge, La.	1852	R. G. Ferguson, M. A. do.	1882	Yes.	None.	332	(d) 4	None.	4
15 Wisconsin	Delavan, Wis.	1852	John W. Swiler, M. A. do.	1882	Yes.	1	100	30	33	None.
16 Michigan	Flint, Mich.	1854	F. A. Platt, M. A., Principal; Dan. H. Church, Superintendent.	1876	Yes.	1	945	28	(e) 28	None.
17 Iowa	Council Bluffs, Iowa	1855	Rev. A. Rogers, Superintendent.	1878	No (f).	1	270	28	10	18
18 Mississippi	Jackson, Miss.	1856	J. R. Dobyns, do.	1882	Yes.	1	72	24	None.	24
19 Texas Asylum	Austin, Texas.	1857	John S. Ford, do.	1879	No (b).	None.	87	None.	None.	None.
20 Columbia Institution	Washington, D. C.	1857	E. M. Gallaudet, Ph. D., LL. D., Pres't.	1870	Yes.	1	51	34	None.	34
21 Alabama	Talladega, Ala.	1860	Joseph H. Johnson, M. D., Principal.	1881	Yes.	None.	45	None.	None.	None.
22 California	Berkeley, Cal.	1860	Warren Wilkinson, M. A. do.	1881	Yes.	1	116	45	None.	45
23 Kansas	Olathe, Kansas	1862	G. L. Wyckoff, Acting Superintendent.	1882	Yes.	1	127	32	12	30
24 Le Contoux St. Mary's Inst.	Buffalo, N. Y.	1862	Sister Mary Anne Burke, Principal.	1873	Yes.	1	153	91	17	74
25 Minnesota Institution	Faribault, Minn.	1863	Jonathan L. Noyes, M. A., Supt.	1880	Yes.	1	127	32	6	26
26 Inst'n for Improved Instr'n	New York, N. Y.	1867	D. Greenberger, Principal	1887	Yes.	14	166	166	166	None.
27 Clarke Institution	Northampton, Mass.	1867	Miss Harriet B. Rogers, Principal.	1867	Yes.	12	85	86	85	None.
28 Arkansas Institute	Little Rock, Ark.	1868	H. C. Hammond, M. A., Principal.	....	....	None.	52	None.	None.	None.

29 Maryland School.....	Frederick City, Md.....	1868 Chas. W. Ely, M. A., Principal.....	1871	Yes.	3	89	60	None.	(c) 98
30 Nebraska Institute.....	Omaha, Neb.....	1869 J. A. Gillespie, B. D., Principal.....	1861	Yes.	3	94	54	13	43
31 Horace Mann School.....	Boston, Mass.....	1860 Miss Sarah Fuller, Principal.....	1869	Yes.	8	83	53	53	None.
32 Whipple's Home School.....	Myatie River, Conn.....	1869 J. Whipple, Proprietor.....	1868	Yes.	3	13	12	12	None.
33 St. Joseph's Institute.....	Fordham, N. Y.....	1869 Miss Mary B. Morgan, Supt.....	1870	Yes.	6	241	(f) 89	75	14
34 West Virginia Institute.....	Romney, W. Va.....	1870 J. C. Corvill, M. A., Principal.....	1877	No (t).	None.	66	None.	None.	None.
35 Oregon School.....	Salem, Oregon.....	1870 Rev. P. S. Knight, do.....	.....	.....	None.	28	None.	None.	None.
36 Institution for Colored.....	Baltimore, Md.....	1872 F. D. Morrison, M. A., Superintendent.....	.....	.....	None.	13	None.	None.	None.
37 Ev. Lutheran Institution.....	Norris, Mich.....	1873 H. D. Unlig, Principal.....	1873	Yes.	3	49	40	40	None.
38 Colorado Institute.....	Colorado Sp's, Col.....	1874 P. W. Downing, Principal; J. R. Kenne- dy, Superintendent.....	.....	.....	None.	37	(d) 7	2	5
39 Erie Day School.....	Erie, Pa.....	1874 Miss Mary Welsh, Teacher.....	1874	Yes.	1	10	10	10	None.
40 Chicago Day Schools.....	Chicago, Ill.....	1875 P. A. Emery, M. A., Principal.....	1883	Yes.	1	(m)	.....	.....	.....
41 Central N. Y. Institution.....	Rome, N. Y.....	1875 Edward B. Nelson, B. A., Principal.....	1877	Yes.	1	163	20	20	5
42 Cincinnati Day School.....	Cincinnati, Ohio.....	1876 A. F. Wood, do.....	.....	.....	None.	26	None.	None.	None.
43 Western Penna. Inst'n.....	Turtle Creek, Pa.....	1876 Thos. MacIntire, Ph. D., do.....	1882	Yes.	1	102	13	6	7
44 Western New York Inst'n.....	Rochester, N. Y.....	1876 Z. F. Westervelt, do.....	1876	Yes.	4	186	136	5	(e) 180
45 Portland Day School.....	Portland, Me.....	1876 Miss Ellen L. Barton, do.....	1877	Yes.	4	33	33	33	None.
46 St. John's Cath. Institute.....	St. Francis, Wis.....	1876 Rev. Chas. Fessler, do.....	1876	Yes.	3	49	34	34	34
47 Rhode Island School.....	Providence, R. I.....	1877 Miss Katharine H. Austin, do.....	1877	Yes.	3	30	30	30	None.
48 Mr. Knapp's School.....	Baltimore, Md.....	1877 Frederick Knapp, do.....	1877	Yes.	4	40	40	40	None.
49 Phonological Institute.....	Milwaukee, Wis.....	1878 Adam Stettner, do.....	1878	Yes.	2	21	21	21	None.
50 St. Louis Day School.....	St. Louis, Mo.....	1878 D. A. Stimpert, B. A., do.....	.....	.....	None.	41	None.	None.	None.
51 N. E. Industrial School.....	Beverly, Mass.....	1878 William R. Swift, Superintendent.....	1880	Yes.	1	19	6	1	5
52 School of Articulation.....	Marquette, Mich.....	1877 Mrs. A. M. Kelsey, Principal.....	1870	Yes.	(n)	.....	.....	.....	.....
53 Scanton Day School.....	Scranton, Pa.....	1880 Jacob M. Koehler, Principal.....	.....	.....	None.	12	None.	None.	None.
54 Dakota School.....	Sioux Falls, D. T.....	1880 James Simpson, Superintendent.....	.....	.....	None.	19	None.	None.	2 (o).
55 Oral Branch Pa. Inst'n.....	Philadelphia, Pa.....	1881 Miss Emma Garrett, Teacher in charge.....	1881	Yes.	7	60	60	60	None.
56 Institutions in the U. S.....	.....	.....	.....	.....	113	6232	1988	886	1106
National College.....	Washington, D. C.....	1864 E. M. Gallaudet, Ph. D., LL. D., Pres't.....	1877	No (p).	None.	31	None.	None.	None.

(a.) "Interval of 5 years, 1863-1868." (b.) "Employed, 1818-1821; 1846 one year, and from 1867 to present time." (c.) "Semi-mutes, taught almost wholly by lip-reading." (d.) "Taught by Principal." (e.) "To some extent." (f.) "Fire interrupted." (g.) "Also in 1880 and 1882." (h.) "Could not procure teacher." (i.) "These figures seem not to do justice to the articulation work done." (k.) "Only two years." (l.) "Taught by Principal and a hearing teacher." (m.) "No further definite information." (n.) "School closed June, 1888." (o.) "Semi-mutes, who converse orally with all who can hear." (p.) "Employed for 3 or 4 years." "discontinued because of interference with legitimate work of the college. With a few lip-readers, considerable use is made of speech in recitation." (r.) "We now give all our young pupils at least a year's careful instruction in speech before deciding whether the effort shall be discontinued or not." (s.) "All will have practical use made of articulation as a means of instruction."



*From the Steward of the Institute*

SEVENTEENTH

ANNUAL REPORT

OF THE

Clarke Institution for Deaf-Mutes

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending August 31, 1884.



NORTHAMPTON, MASS. :  
PRESS OF GAZETTE PRINTING COMPANY  
1884.





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**SECTION 2.** This Act shall take effect upon its passage. [*Approved May 17, 1871.*]

# CLARKE INSTITUTION FOR DEAF-MUTES, AT NORTHAMPTON.

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## MEMBERS OF THE CORPORATION.

LEWIS J. DUDLEY, Northampton, *President*.  
THOMAS TALBOT, Billerica, *Vice President*.  
JULIUS H. SEELYE, Amherst, *Vice President*.  
WILLIAM P. STRICKLAND, Northampton, *Clerk and Auditor*.  
GARDINER G. HUBBARD, Boston.  
F. B. SANBORN, Concord.  
WILLIAM ALLEN, Northampton.  
HORATIO G. KNIGHT, Easthampton.  
SAMUEL A. FISK, M. D., Northampton.  
HENRY WATSON, Northampton.  
EDWARD HITCHCOCK, M. D., Amherst.  
FRANKLIN CARTER, Williamstown.

## TREASURER.

LAFAYETTE MALTBY, Northampton.

## COMMITTEES OF THE CORPORATION.

### *School Committee.*

LEWIS J. DUDLEY, <i>Chairman</i> .	SAMUEL A. FISK.	EDWARD HITCHCOCK.
HENRY WATSON.	THOMAS TALBOT.	JULIUS H. SEELYE.

### *Finance Committee.*

H. G. KNIGHT, <i>Chairman</i> .	HENRY WATSON,	WILLIAM ALLEN.
---------------------------------	---------------	----------------

### PRINCIPAL.

HARRIET B. ROGERS.

### INSTRUCTORS.

CAROLINE A. YALE, *Associate Principal*.  
ALICE E. WORCESTER, *Special Teacher of Articulation*.  
ANNA R. LEONARD, *Assistant* " " "  
CLARA W. LATHROP, *Special Teacher of Drawing*.

RUTH WITTER.	MARY E. STOWELL.	FANNY K. YOUNG.
KATHARINE FLETCHER.	RACHEL C. FISH.	A. JOSEPHINE VINTON.
MARY A. KATHAN.	REBECCA E. SPARROW.	EIZABETH H. BAKER.
FANNIE W. GAWITH.		

### STEWARD.

FREEMAN C. CARVER.

### MATRON.

HARRIET O. YALE.

### ASSISTANT MATRONS.

MARY SMITH.	CAROLINE G. PEASE.
-------------	--------------------

### ATTENDANTS.

MARY N. REED	FLORA B. COWLES.	MARIAM E. KENT.
SARAH HASKINS.		EMMA J. PRESCOTT.

### MASTER OF CABINET SHOP.

N. B. LUCIA.

### FARMER.

REUBEN ROBINSON.

### ENGINEER.

REUBEN ROBINSON.

# OFFICERS OF THE CLARKE INSTITUTION,

*From its Organization to the Present Time,*

JULY 15, 1867—OCTOBER 8, 1884.

## PRESIDENTS.

	<i>Elected.</i>	<i>Retired.</i>
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	1883
LEWIS J. DUDLEY,	1883	

## CORPORATORS BY ACT OF INCORPORATION.

	<i>Elected.</i>	<i>Retired.</i>		<i>Elected.</i>	<i>Ret'd.</i>
*OSMYN BAKER,	1867	1875	THEODORE LYMAN,	1867	1868
WILLIAM ALLEN,	1867		HORATIO G. KNIGHT,	1867	
LEWIS J. DUDLEY,	1867		*JOSEPH A. POND,	1867	1867
JULIUS H. SEELYE,	1867		WILLIAM CLAFLIN,	1867	1873
GEORGE WALKER,	1867	1876	*JAMES B. CONGDON,	1867	1879
GARDINER G. HUBBARD,	1867		THOMAS TALBOT,	1867	

## CORPORATORS BY ELECTION.

	<i>Elected.</i>	<i>Retired.</i>		<i>Elected.</i>	<i>Ret'd.</i>
JOSEPH H. CONVERSE,	1868	1870	*CHARLES DELANO,	1877	1883
*JONATHAN H. BUTLER,	1868	1868	EDWARD HITCHCOCK,	1877	
F. B. SANBORN,	1868		JOHN D. LONG,	1880	1883
J. HUNTINGTON LYMAN,	1870	1877	WILLIAM P. STRICKLAND,	1883	
SAMUEL A. FISK,	1873		FRANKLIN CARTER,	1884	
HENRY WATSON,	1875				

## TREASURERS.

	<i>Elected.</i>	<i>Retired.</i>		<i>Elected.</i>	<i>Ret'd.</i>
OSMYN BAKER,	1867	1869	LAFAYETTE MALTBY,	1869	

## PRINCIPAL.

HARRIET B. ROGERS,	1867
--------------------	------

## ASSOCIATE PRINCIPAL.

CAROLINE A. YALE,	1873
-------------------	------

## STEWARD.

HENRY J. BARDWELL,	1870	1883
FREEMAN C. CARVER,	1883	

\*Deceased.

# Report of the Corporation.

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## *To the Board of Education :*

GENTLEMEN : The year ending Aug. 31st, 1884, has been one of great prosperity to the Clarke Institution. A greater amount of patronage than during any preceding year ; exemption from adversity of any kind ; harmony of feeling and faithfulness of effort on the part of employes in all departments ; and increased success in educational work, have been its characteristics. The whole number of pupils has been 95, and the average number  $91\frac{1}{2}$ . Of the whole number, 49 were boys and 46, girls. There were in the Primary Department 56 pupils, and in the Grammar Department 39. Of the older boys, 21 have received instruction in the Cabinet Shop with encouraging proficiency ; while the girls and younger boys have been taught practical usefulness in such ways as age and circumstances would permit. At the end of the School year, five pupils graduated, and six others were withdrawn.

Of the entire School, 78 pupils were from Massachusetts, 6 from Vermont, 3 from Indiana, 2 from Connecticut, and one each, from New Hampshire, New York, Ohio, Iowa, Utah, and Canada.

The School expenses proper, for the year have been \$25,653.22, which with eight more pupils than during the preceding year, is less than the cost of that year by \$1,544.28, and is a great reduction in the average cost of each pupil.

The number entered for the current year (1884-5) is 95, of whom there are present 90 ; 44 boys and 46 girls—in the Primary Department 53 and in the Grammar Department 37.

Our finances are in a flourishing condition. Our fund at the



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25  
*From the Steward of the Inst*

SEVENTEENTH

ANNUAL REPORT

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Clarke Institution for Deaf-Mutes

AT

NORTHAMPTON, MASS.,

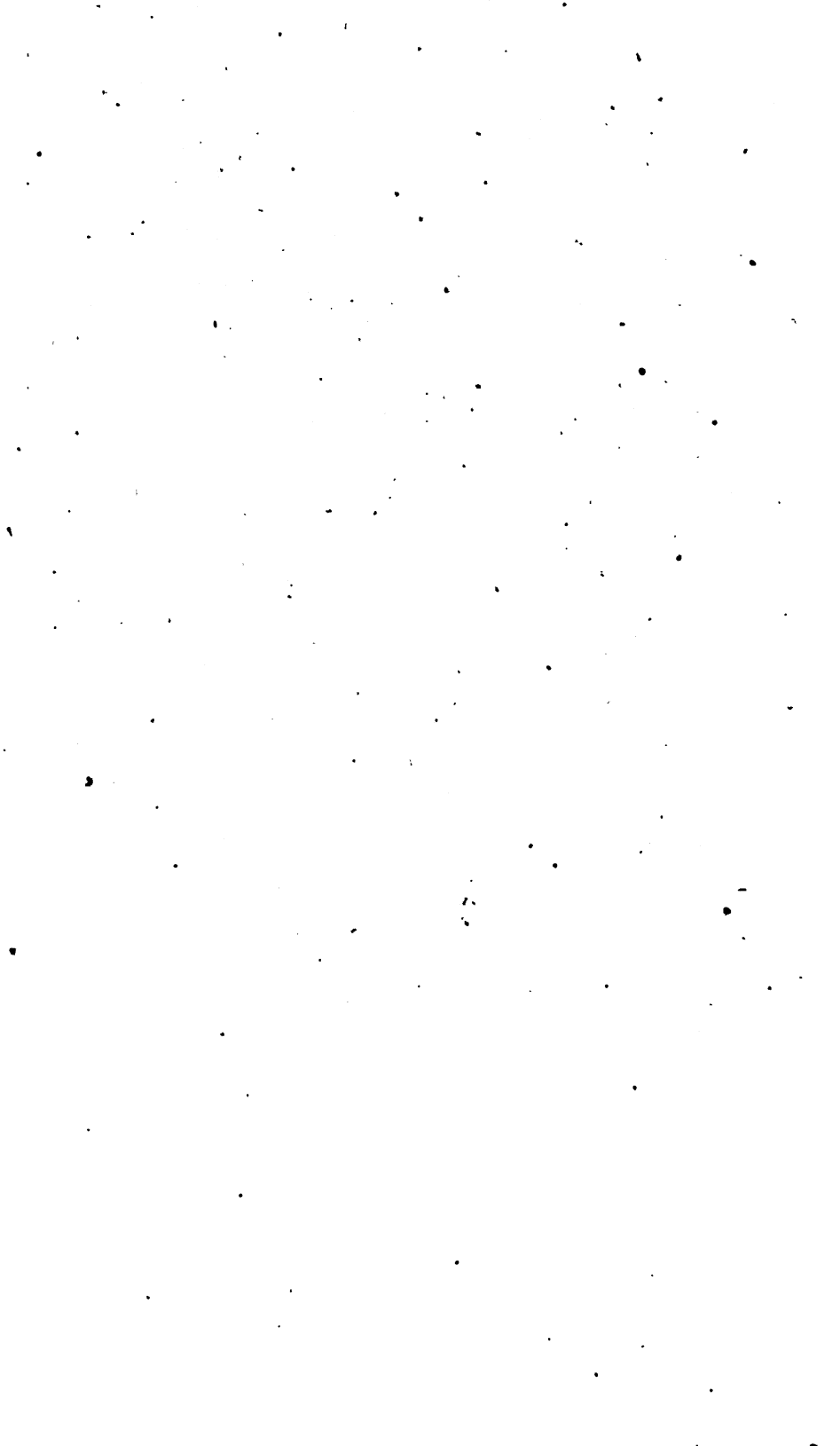
FOR THE

Year Ending August 31, 1884.



NORTHAMPTON, MASS. :  
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SEVENTEENTH  
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# CLARKE INSTITUTION FOR DEAF-MUTES, AT NORTHAMPTON.

## MEMBERS OF THE CORPORATION.

LEWIS J. DUDLEY, Northampton, *President*.  
THOMAS TALBOT, Billerica, *Vice President*.  
JULIUS H. SEELYE, Amherst, *Vice President*.  
WILLIAM P. STRICKLAND, Northampton, *Clerk and Auditor*.  
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FRANKLIN CARTER, Williamstown.

## TREASURER.

LAFAYETTE MALTBY, Northampton.

## COMMITTEES OF THE CORPORATION.

### *School Committee.*

LEWIS J. DUDLEY, <i>Chairman</i> .	SAMUEL A. FISK.	EDWARD HITCHCOCK.
HENRY WATSON.	THOMAS TALBOT.	JULIUS H. SEELYE.

### *Finance Committee.*

H. G. KNIGHT, <i>Chairman</i> .	HENRY WATSON,	WILLIAM ALLEN.
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### MASTER OF CABINET SHOP.

N. B. LUCIA.

### FARMER.

REUBEN ROBINSON.

### ENGINEER.

REUBEN ROBINSON.

# Financial Statement

## OF THE CLARKE INSTITUTION,

FOR THE YEAR ENDING AUGUST 31, 1884.

### RECEIPTS.

From the Clarke Fund,	\$16,884.68	
“ Lippitt Fund,	30.00	
“ Whiting Street Fund,	60.00	
“ Green Fund,	23.96	
“ State of Massachusetts,	14,500.72	
“ other States and pupils,	3,697.65	
“ Farm, Stable, &c.,	681.96	
	<hr/>	\$35,878.97

### EXPENDITURES.

#### CURRENT.

For Salaries and Wages,	\$13,891.59	
“ Groceries and Provisions,	5,987.54	
“ Furnishing,	393.62	
“ Fuel and Lights,	3,546.17	
“ Repairs,	1,174.31	
“ Cabinet Shop,	758.76	
“ Farm and Stable,	326.83	
“ School Incidentals,	67.93	
“ General Incidentals,	1,722.39	
	<hr/>	27,869.14

#### SPECIAL.

For Street, Green, and Lippitt Funds,	\$ 88.96	
“ Interest,	475.58	
“ Prizes from Lippitt Fund,	25.00	
“ Payment on Debt,	7,024.29	
“ Insurance,	396.00	
	<hr/>	8,009.83
		<hr/>
		35,878.97

## Report of the Principal.

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*To the Corporators of the Clarke Institution :*

GENTLEMEN :—The Annual Report herewith submitted is for the year ending August 31, 1884.

During the year there have been in attendance ninety-five pupils varying in age from seven to nineteen years. The average number was ninety-one and a half. Seventy-eight were from Massachusetts, six from Vermont, three from Indiana, two from Connecticut, and one each from New Hampshire, New York, Ohio, Iowa, Utah and Canada. Of these, forty-six were girls and forty-nine boys. Fourteen were semi-mutes, only three of whom could read when they came to school. Ten were semi-deaf; of these, two used connected language somewhat, and one other could probably have learned language through her imperfect hearing had the parents understood that this was possible. The remainder of those classed semi-deaf would never have learned to talk without artificial aid. In nine other cases a slight amount of hearing exists, varying in degree from the ability to distinguish loud, sharp noises to that of recognizing two or three vowel sounds.

During the year there were admitted ten new pupils from seven to twelve years of age. A former pupil was re-admitted.

Since the opening of the school, seventeen years ago, there has been no death of a pupil during the school term until this year. In April, Bertie Leeds, a day pupil, passed to his rest. He, at one time attended the Horace Mann School, but was too delicate to take the long ride from his home which this necessitated. Two years ago his mother came to town and resided

near this school that he might come here as a day-pupil, but he was too frail to attend much of the time. He was an eager little scholar, and an interesting and affectionate child, who had won the love of his teachers and playmates. All religious teaching seemed to have for him a deep interest from the days of his earliest coming to school, when he begged morning by morning to leave home long before the appointed time lest he should be too late to "pray to God," to the last weeks, when strength that had failed for every other work was gathered up that he might come to Sunday School.

### PRIMARY SCHOOL.

During the year there were fifty-six pupils in this school from seven to seventeen years of age. Four were semi-mutes and seven were semi-deaf.

An hour daily has been spent by each class in special exercises in articulation and lip-reading. Classes have had instruction in letter writing and in drawing, and special attention has been given to penmanship and gymnastics. The religious instruction of this school has consisted of a short daily morning lesson and instruction in Sabbath School.

All the new pupils, ten in number, entered this department.

Nine of these, Mary Bradley, Annie Forrest, Mary Kelly, Celia King, Bertha Marvel, Cordelia Tracy, Mary K. Trainor, Henry Luce, and Frank Spaulding, with Catherine Murphy and Albert Leeds, who were in school a part of last year, formed the youngest class, or class E. Soon after the opening of the year, three of these pupils left. One, though perhaps somewhat deaf, was pronounced insane by medical authority and was dismissed; another was ill and went home, and the third was so immature that his parents were requested to take him home for two or three years. The death before mentioned occurred in this class. Thus there remained but seven in the youngest class. Among these was one for whom the usual work of the school had to be laid aside and the year's time devoted entirely to the developement of the understanding through such Kindergarten methods as could be made available. The result, it is believed, was such as will make ordinary school work possible for this child in future. With the rest of the class the first two

or three months were given, as last year, to learning the articulation and lip-reading of elementary sounds and combinations. Then followed the learning of language, always spoken before being written. They learned print almost entirely in leisure moments in the school-room, and at the close of the year they could read it readily. They had a variety of exercises in simple language. These were planned especially with reference to laying a good foundation for construction; and while at the end of the year, the class was using a vocabulary of between six and seven hundred words, the greater part of their daily work had been devoted to drill upon pronouns, plurals, different forms of the verb, etc. The children therefore had become able to use simple, connected language, and to write little journals, letters and descriptions of objects.

#### CLASS D.

This class consisted of eleven pupils—Ella Altham, Alice Mullany, Maria St. John, Alice Ware, Carrie Wordell, Erving Cargill, Charles Morris, George Morse, Patrick McCormick, Samuel Pavett, and Thomas Westropp.

They have had language exercises similar to those of the E class and, in addition, have written descriptions of pictures, have had exercises from Peet's Language Lessons, and from Reimer and Wilkie's Exercises on Pictures. They have also had lessons in numbers.

#### CLASS C.

This class numbered ten pupils—Barbara Ewig, Lucy Weeks, Nellie Whitaker, Charles Carrigan, Charles Fahrenholz, James Grady, John Melodey, George Richardson, Mark Ward and John Wheel.

The class used Ray's Elementary Arithmetic. No new language exercises were added to those of the preceeding class, but more difficult language was employed in every part of their work.

#### CLASS B.

This class contains fourteen pupils—Alice and Dora Berry, Annie Condon, Hettie Deyoe, Agnes McSheehy, Alma Reynolds,



Clement Berry, Arthur Clancey, John Kirby, Willie Potter, Edward Putnam, Frederick Shoughrow, Rufino Silva and Elmer Wood.

The exercises of this class have been similar to those of the preceeding, but of a more difficult grade. They have used Dudley's Arithmetic and have begun geography.

#### CLASS A.

This class of ten consisted of Bell Harty, Sarah Gilboy, Mary Mahoney, Annie Wordell, Florence Young, Hermon Graichen, John King, William Mealy, David Quinn and Alfred Robbins.

To language work this class have added the study of geography, Dudley's Arithmetic and Latham's Reader.

#### GRAMMAR AND HIGH SCHOOL.

There were in this school thirty-nine pupils from twelve to nineteen years of age ; ten were semi-mutes, and three were semi-deaf. Three could read somewhat when they entered school. An hour a day has been devoted to special exercises in articulation and lip-reading. The exercises of this school, as well as those of the Primary, have been carried on more exclusively by articulation and lip-reading than in previous years. Once in three weeks the pupils have written letters to their homes. They have had semi-weekly lessons in drawing from objects and casts. Devotional exercises have been held each morning in the different class rooms instead of gathering the pupils into the chapel for these exercises. On the Sabbath, classes have had religious service in the morning and Sabbath School in the afternoon. The pupils in this school were divided into five classes.

#### FIFTH CLASS.

This class was promoted from the Primary School at the opening of the year. It numbered ten pupils—Mary Martin, Alice McGee, Jennie Mitchell, Lillian Mowry, Edna Root, George Chaffee, Dannie Gould, Jeremiah Hallissy, William Nichols and William Woodard.

They studied arithmetic, geography and Latham's Reader, had lessons on Reimer and Wilkie's pictures, exercises in spell-

ing and defining words and in forming sentences, in grammatical symbols, in writing descriptions of pictures and journals. Some time was given to conversation, to items of news, and to reading a story from the lips to be reproduced in writing.

#### FOURTH CLASS.

This class of nine pupils consisted of Mary Castle, Clara Howson, Hettie Langley, Hattie Prizer, Nellie Thompson, Frank Nolen, Herbert Pratt, William Smith and Thomas O'Neill.

This class completed the study of Latham's Reader, studied arithmetic and geography, had lessons on Reimer and Wilkie's pictures, defined words and formed sentences from them, had exercises in grammatical symbols, in writing descriptions of pictures and in giving an oral journal. A specified time was given to conversation, to items of news, and to reading a story from the lips to be reproduced by the class.

#### THIRD CLASS.

This class consisted of eight pupils—Mary Ames, Nellie Heyward, Grace Lendall, Arthur Higley, John Mountford, Michael Murphy, Albert Weinhold and Wilfrid Wise.

They studied arithmetic, geography, History of the United States, had lessons on Reimer and Wilkie's pictures and on natural objects and wrote compositions. Their other exercises were much like those of the preceding class, but of a higher grade.

#### SECOND CLASS.

This class of seven consisted of Annie Mullen, Florence Richardson, Nettie Pearl, Barclay Adams, Henry Corless, Charles Poor and George Zimmer.

This class studied arithmetic, geography and grammar, completed Goodrich's History of the United States, had exercises in defining words and forming sentences, and in reading from the lips and reproducing accounts of persons and places. Special time was also given to newspaper items and conversation. Hooker's Book of Nature was used as a reading book. Compositions were written twice a week.

## FIRST CLASS.

This class consisted of five pupils—Edith Houghton, Etta Lincoln, Edith Shepherd, Eugene Richardson and Carlton Underwood.

The first named is supposed to have been born deaf. The others became deaf between four and five years of age, retained considerable speech, but had received no instruction before entering here. Among the "Lessons on General Subjects" a special effort has been made with these pupils to interest them in the topics of the day by means of the daily papers. One of their regular school exercises has been a half hour's questioning by one of the class (under the direction of the teacher) upon the news of the morning, it being expected that the others would have previously read the papers and would thus be ready to give intelligent answers. It is believed that this exercise has formed in these pupils a habit of reading the newspapers and of reading them with discrimination, which will be of lasting benefit to them.

This class completed the

*Common, or Grammar Course.*

Articulation.

Language.

Arithmetic (mental and written) through interest,

Geography.

Manual of Commerce.

History of the United States.

Outline of General History.

Lessons on General Subjects.

Elements of Grammar.

“ “ Physiology.

“ “ Zoölogy.

“ “ Botany.

“ “ Natural Philosophy.

“ “ Physical Geography.

Drawing,—Object and Cast.

Their Graduating Exercises took place in connection with public exercises of both departments on June 11, according to the following

### PROGRAM.

Prayer, Rev. Isaac Clark.

Introductory Address, by the President.

#### *Exercises of Primary School.*

Exercises by the Youngest Class.

Hymn and Refrain, "Jesus loves me."

Recitation, "Once there was a little kitty."

Gymnastics.

#### *Exercises of Grammar School.*

Recitation—"America,"

Composition, "Wendell Phillips,"

Etta Lincoln.

Composition, "Celebration of Miss Rogers'

Fiftieth Birthday,"

Edith F. Shepherd.

Reading, "The Destruction of Sennacherib,"

Eugene H. Richardson.

Composition, "The Cincinnati Riot,"

Eugene H. Richardson.

Reading, "The Reaper and the Flowers,"

Edith F. Houghton.

Composition, "Smith College,"

Edith F. Houghton.

Reading, "Extract from Lincoln's

Speech at Gettysburg,"

Carlton J. Underwood.

Composition, "The Nihilists of Russia,"

Carlton J. Underwood.

Recitation, "The Appeal of the Children,"

Presentation of certificates,

Presentation of prizes,

The Lord's Prayer, repeated by the Pupils.

Their compositions which will be found in the appendix were written without suggestion and received no correction.

No pupils pursued the High Course this year.

More prizes were given this year than ever before. They were awarded to Carlton Underwood for best work in the cabinet shop, to Edith Shepherd and Charles Poor for improvement in drawing; to Sarah Gilboy, Arthur Clancy, James Grady, George

Morse and Rufino Silva of the Primary School for improvement in \*lip-reading ; to Thomas O'Neill and Henry Corless of the Grammar School the first and second prizes for improvement in lip-reading : from the Jeannie Lippitt fund, to John King, John Kirby, Willie Potter and John Wheel of the Primary School for improvement in penmanship ; to Ella Altham, Barbara Ewig, Annie Wordell, Charles Carrigan and Mark Ward of the same school for improvement in articulation, and to Jennie Mitchell and Albert Weinhold of the Grammar School the first and second prizes for improvement in articulation. New interest and pleasure were felt in the distribution of the Lippitt prizes from the presence of Miss Lippitt, who this year presented them in person. Her unusual facility in reading the lips inspired the pupils with fresh zeal in that direction.

The past year has been a successful one and we start on the new year with fresh courage and hope.

Respectfully submitted,

HARRIET B. ROGERS.

NORTHAMPTON, Sept. 30, 1884.

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\*The lip-reading prizes were from a friend in New York city.

## COURSES OF STUDY.

---

### *Primary Course.*

Kindergarten Exercises.  
Articulation.  
Writing.  
Language.  
Arithmetic — (the four elementary rules).  
Geography.  
Drawing.

### *\* Common or Grammar Course.*

Articulation.  
Language.  
Arithmetic (mental and written) through interest.  
Geography.  
Manual of Commerce.  
History of the United States.  
Outline of General History.  
Lessons on General Subjects.  
Elements of Grammar.  
    “   “ Physiology.  
    “   “ Zoölogy.  
    “   “ Botany.  
    “   “ Natural Philosophy.  
    “   “ Physical Geography.  
Drawing,—Object and Cast.

*\*High Course.*

Articulation and Elocutionary Exercises.

Arithmetic (completed).

Algebra.

Geometry.

Physiology.

Zoölogy.

Botany.

Geology.

Physical Geography.

Astronomy.

Natural Philosophy.

Chemistry.

History (Ancient and Modern).

Grammar and Analysis.

Rhetoric.

English Literature.

Political Economy.

Psychology.

Drawing— { Cast.  
                  { Instrumental.  
                  { Crayoning or Water Colors.

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\*In order to graduate, pupils must have seventy-five per cent. in the semi-annual examinations of the last two years of the course.

# ORDER OF THE DAY

## AT THE CLARKE INSTITUTION.

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Rise,	6 A. M.
Breakfast,	6½ A. M.
Boys work in cabinet shop,	7 to 8½ A. M.
Devotional Exercises,	8½ A. M.
School,	9 to 12 A. M.
Dinner,	12½ P. M.
School,	2 to 4 P. M.
Girls sew, larger boys work in cabinet shop,	4½ to 5½ P. M.
Supper,	6 P. M.
Study-hour and prayers,	7½ to 8½ P. M.
Retire,	8½ P. M.

The younger children rise at 6¼ A. M., and retire at 7 P. M.

### SUNDAYS.

Attend various churches with teachers and attendants.

Sabbath school lesson and reading with the teachers in the afternoon.

The more advanced pupils attend religious service conducted by one of the teachers in the following manner :

Scriptural Invocation.

Hymn.

Prayer.

Sermon.

Extempore Prayer.

Hymn.

Doxology.

The pupils join audibly in the service.



# Names, Residences, etc., of Pupils, for the Year Ending August 31, 1884.

NAME.	RESIDENCE.	TIME AND PLACE OF INSTRUCTION BEFORE ENTERING CLARK'S INSTITUTION.	TIME OF ENTERING INSTITUTION.	AGE AT TIME OF ADMISSION.	CAUSES OF DEAFNESS.
Adams, Robert Barclay.	Northampton.	Private teacher, at home.	Sept. 1879.	13 yrs.	Inflammatory croup in infancy.
Altham, Ellis.	Fall River.		Sept. 1882.	8 yrs.	Spotted fever at 3 years; lost speech.
Ames, Mary E.	Lynn.		Sept. 1871.	7 yrs.	Cerebro-spinal meningitis at 3 yrs; lost sp.
Berry, Alice M.	Cambridgeport.		Sept. 1878.	7 yrs.	Congenital.
Berry, Clara F.	Cambridgeport.		Sept. 1878.	6 yrs.	Congenital.
Berry, Dora F.	Spencer.		Sept. 1880.	8 yrs.	Congenital.
Bradley, Mary.	N. C. Brookfield.		Sept. 1880.	8 yrs.	Cerebro-spinal meningitis at 1 yr. 9 mos.
Bradley, Mary.	Monson.		Oct. 1883.	12 yrs.	Scarlet fever at 1 year; partially deaf.
Cardill, Irving H.	Castell.		Sept. 1881.	7 yrs.	Illness at 4 years; lost speech.
Carrigan, Charles.	Littlton.		Sept. 1881.	8 yrs.	Congenital.
Castle, Mary.	Holyoke.		Sept. 1875.	10 yrs.	Congenital.
Chaffee, George O.	Granville Corners.		Sept. 1876.	8 yrs.	Congenital.
Clancey, Arthur H.	Cincinnati, Ohio.		Sept. 1879.	7 yrs.	Brain fever at 1 year, 4 months.
Condon, Annie M.	Worcester.		Sept. 1878.	6 yrs.	Cerebro-spinal meningitis at 2 1/2 yrs; lost sp.
Corless, Henry P.	Turners Falls.		Sept. 1878.	7 yrs.	Brain fever at 3 years; lost speech.
Deyoe, Hettie B.	Bacon Hill, N. Y.		Sept. 1878.	8 yrs.	Brain fever at 1 year.
Ewig, Barbara.	Springfield.		Oct. 1880.	6 yrs.	Congenital.
Faurenholtz, Charles R.	East Boston.		Sept. 1879.	5 yrs.	Congenital.
Forrest Annie L.	Wilmington, Vt.	A little at home.	Sept. 1883.	7 yrs.	Eruption at 1 year.
Gilboy, Sarah.	Boston.		Sept. 1878.	7 yrs.	Congenital.
Gould, Dannie W.	Argos, Ind.	At home, one winter.	Sept. 1878.	7 yrs.	Congenital.
Grady, James.	Lowell.		Sept. 1878.	7 yrs.	Congenital.
Graichen, Arthur.	Lawrence.		Sept. 1878.	7 yrs.	Congenital.
Hallisey, Jeremiah.	Salem.	Public School before he became deaf.	Sept. 1878.	6 yrs.	Congenital.
Harty, Belle P.	East Gloucester.		Sept. 1875.	7 yrs.	Measles at 1 year; partially deaf.
Hayward, Nellie M.	Bridgewater.		Sept. 1875.	7 yrs.	Measles at 1 year; partially deaf.
Higley, Arthur L.	Beverly.		Sept. 1875.	7 yrs.	Probably born deaf.
Houghton, Edith F.	Worcester.		Sept. 1878.	8 yrs.	Accident at thirteen years.
Howson, Clara E.	Shelburne Falls.		Sept. 1881.	16 yrs.	Canker at 10 months.
Kelly, Mary Ann.	N. C. Brookfield.	A very little at public school.	Sept. 1883.	11 yrs.	Brain fever at about 1 yr.; partially deaf.
King, Cella.	Westmore, Vt.		Sept. 1883.	9 yrs.	Scarlet fever in 9th year.
King, John W.	Benson, Vt.		Oct. 1879.	12 yrs.	Spinal meningitis at 15 months.
Kirby, John.	Westboro.		Sept. 1880.	10 yrs.	Scarlet fever at 2 years; lost speech.
Langley, Hettie E.	Epsom, N. H.		Oct. 1882.	10 yrs.	Scarlet fever at 4 years; partially deaf.
Leeds, Albert L.	Northampton.	A short time at Horace Mann School.	Sept. 1875.	7 yrs.	Congenital; partially deaf.
Lendall, Grace N.	Essex.		Sept. 1875.	7 yrs.	Cerebro-spinal meningitis at 4 years.
Lindcoln, Ellen Esth.	Worcester.		Mar. 1883.	7 yrs.	Probably born deaf.
Luce, Henry C.	Cottages City.		Sept. 1883.	7 yrs.	Congenital.
Mahoney, Mary.	North Andover.		Sept. 1879.	7 yrs.	Congenital.
Martin, Mary F.	North Adams.		Sept. 1877.	8 yrs.	Congenital.
Marvel, Bertha.	New Bedford.		Sept. 1883.	7 yrs.	Cerebro-spinal Meningitis; lost speech.
McCorrick, Patrick L.	Taunton.		Sept. 1882.	10 yrs.	Unknown; at 5 years, lost speech.
McGhee, Alice.	Marlboro.		Sept. 1879.	9 yrs.	Illness at 15 months.
McShee, Agnes L.	Fitchburg.		Sept. 1879.	8 yrs.	Spinal disease at 3 years; lost speech.
Mealey, William B.	Lowell.		Sept. 1877.	6 yrs.	Cerebro-spinal meningitis at 3 y 6 m. l. sp.

Meadow, John	Puberty	Sept.	1879	7 ya.	9 mos.	Scarlet fever at 2 yrs. 6 mos.; lost speech.
Mitchell, Jeanie R.	Montreal, P. Q.	Sept.	1881	14 ya.	6 mos.	Convulsions at 7 months; partially deaf.
Morris, Charles W.	Arlington	Sept.	1878	7 ya.	6 mos.	Congenital; partially deaf.
Morse, George F.	Newburyport.	Sept.	1888	10 ya.	3 mos.	Spinal disease at 2 years; lost speech.
Mountford, John T. W.	Lowell	Jan.	1883	11 ya.	4 mos.	Scarlet fever at 6 years 8 months.
Mowry, Lillian E.	Marlboro.	Sept.	1879	7 ya.	6 mos.	Cerebro-spinal meningitis at 13 months.
Mullen, Annie	Monson	Dec.	1875	8 ya.	3 mos.	Scarlet fever at 7½ years.
Mullaly, Alice	Worcester	Sept.	1883	7 ya.	11 mos.	Congenital.
Murphy, Catherine	Dedham	Mar.	1883	5 ya.	7 mos.	Cerebro-spinal meningitis at 6 years.
Murphy, Michael	Brockton	Sept.	1877	8 ya.	1 mo.	Spinal meningitis at 5 yrs; lost speech.
Nichols, Willie A.	Saeburne Falls.	Sept.	1877	7 ya.	1 mo.	Congenital.
Nolen, Francis R.	Salem	Sept.	1877	8 ya.	4 mos.	Scarlet fever at 3 years.
O'Neill, Thomas	Burlington, Vt.	Oct.	1881	14 ya.	9 mos.	Cerebro-spinal meningitis at 15 months.
Pavett, Samuel C.	Randolph	Sept.	1881	7 ya.	9 mos.	Scarlet fever at 8 months.
Pearl, Annette	St. Johnsbury, Vt.	Sept.	1876	8 ya.	7 mos.	Scarlet fever at 4 years.
Poor, Charles F.	Peabody	Sept.	1876	9 ya.	4 mos.	A fall at 1 year 6 months.
Potter, Willie W.	Groton	Sept.	1878	6 ya.	2 mos.	Congenital.
Pratt, Herbert P.	Fitchburg	Sept.	1875	8 ya.	2 mos.	Cerebro-spinal meningitis at 18 months.
Prazer, Hattie E.	Brighton, Iowa	Sept.	1882	14 ya.	9 mos.	Spinal meningitis at 8 months.
Putnam, Edward J.	Rufland	Sept.	1878	6 ya.	1 mo.	Inflammation of brain at 3 yrs; lost sp'h.
Quinn, David	Weston	Sept.	1877	9 ya.	6 mos.	Scarlet fever at 5 years.
Reynolds, Alma E.	Fitchburg	Nov.	1874	5 ya.	10 mos.	Scarlet fever in 3d year; partially deaf
Richardson, Eugene H.	Groton	Sept.	1878	6 ya.	9 mos.	Congenital; partially deaf.
Richardson, Florence J.	Groton	Sept.	1880	5 ya.	5 mos.	Cerebro-spinal meningitis at 3 years.
Robbins, George E.	Norhampton	Sept.	1883	11 ya.	5 mos.	Erysipelas in infancy.
Robbins, Alfred H.	Rochester, Ind.	Feb.	1884	17 ya.	5 mos.	Sickness at 2 years; lost speech.
Root, Edna M.	Warren	Sept.	1877	7 ya.	3 mos.	Cerebro-spinal meningitis at 4½ years.
Silva, Rudno	New Bedford	Sept.	1879	6 ya.	1 mo.	Spinal disease at 2 ya. 8 mos; lost speech.
Shepherd, Edith F.	Rochester, Ind.	Sept.	1878	9 ya.	1 mo.	Scarlet fever when very young.
Shoughrow, John Fred.	Brockton	Sept.	1878	9 ya.	1 mo.	A fall at 2 years; lost speech.
Smith, William	North Andover	Sept.	1883	10 ya.	8 mos.	Paralysis at 2 years; partially deaf.
Spaulding, Frank N.	Bellows Falls, Vt.	Oct.	1880	8 ya.	2 mos.	Probably born deaf; partially deaf.
St. John, Maria L.	Worcester	Sept.	1880	8 ya.	2 mos.	Scarlet fever at 5 years.
Thompson, Nellie	Worcester	Sept.	1881	5 ya.	1 mo.	Congenital.
Tracey, Cordelia	Holyoke	Sept.	1883	7 ya.	3 mos.	Inflammation of ear-drums at 1½ years.
Trainer, Mary Kate	Pittsfield	Sept.	1883	7 ya.	3 mos.	Congenital; partially deaf.
Underwood, Carleton J.	Ayer	April	1874	5 ya.	10 mos.	Cerebro-spinal meningitis at 10 months.
Ward, Mark E.	Cambridgeport	Sept.	1878	7 ya.	1 mo.	Scarlet fever at 5 years.
Ware, Alice L.	Worcester	Sept.	1881	5 ya.	4 mos.	Congenital.
Weeks, Lucy H.	Middletown, Ct.	Sept.	1881	8 ya.	1 mo.	Inflammation of ear-drums at 1½ years.
Weinhold, Albert E.	Lawrence	Dec.	1877	8 ya.	1 mo.	Cerebro-spinal meningitis at 2 ya. 6 m; lost sp'h.
Westropp, Thomas M.	Springfield	Sept.	1882	10 ya.	7 mos.	Cerebro-spinal meningitis at 10 months.
Whitaker, John E.	Huntington	Sept.	1880	9 ya.	7 mos.	Scarlet fever at 3½ years; lost speech.
Whitaker, Z. Nellie	Hampton, Conn.	Oct.	1882	15 ya.	9 mos.	Congenital; partially deaf.
Wise, Elmer A.	Greenfield	Sept.	1877	10 ya.	9 mos.	Scarlet fever at 8 months.
Wood, Wilfred N.	Brockton	Sept.	1878	6 ya.	9 mos.	Spinal meningitis at 1 year 3 months.
Woodward, William F.	Marlboro.	Sept.	1878	8 ya.	5 mos.	Cerebro-spinal meningitis at 4 y; lost sp.
Wordell, Annie M.	Fall River	Sept.	1881	8 ya.	10 mos.	Congenital.
Wordell, Carrie B.	Fall River	Sept.	1881	7 ya.	6 mos.	Congenital.
Young, Florence P.	Salt Lake City, Utah	Sept.	1879	8 ya.	1 mo.	Scarlet fever at 14 months
Zimmer, George E.	Lowell	May	1874	6 ya.	3 mos.	Inflam. of brain at 5 ys; ret'd a few w'ds.

Whole number of boys, 49.

Girls, 46.

Total, 95.

## TERMS OF ADMISSION.

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This Institution is especially adapted for the education of semi-deaf and semi-mute pupils, but others may be admitted. It provides for the pupil's tuition, board, lodging, washing, fuel and lights, superintendence of health, conduct, manners and morals.

The charges are three hundred dollars a year ; for tuition alone, sixty-six dollars ; payable semi-annually *in advance, the first week* of each term. No deduction, except for absences on account of sickness. Extra charges will be made for actual expenses incurred during sickness. *No pupil will be allowed to withdraw before the end of the second term in June, without weighty reasons, to be approved by the School Committee. The contract is for the entire year.*

The State of Massachusetts appropriates annually funds for the education of its deaf-mutes. Children aided by these funds must remain members of the school until dismissed by the proper authorities. (See State Law, back of title page.) The Institution, also, appropriates the income from its funds for the aid of beneficiaries from Massachusetts, according to their need. Forms of application for the State aid will be furnished by the Secretary of the Commonwealth or by the Institution. There are two terms in the year, of twenty weeks each, with a summer vacation of twelve weeks. Pupils cannot spend the vacation at school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

*The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal, each term, for incidental expenses.*

Applications and letters for information must be addressed to Miss H. B. Rogers, Principal of the Clarke Institution for Deaf-Mutes, Northampton, Massachusetts, with a stamp for return postage. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Pupils must be at least five years old on entering the Institution, and *must bring a certificate of vaccination*, and a list of the diseases they have had. The Institution is not an asylum, but a school of learning ; and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and good moral habits.

Visitors are admitted Thursday afternoons.

# APPENDIX.

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## COMPOSITIONS OF THE GRADUATING CLASS.

(These were written without suggestion, and stand uncorrected.)

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### WENDELL PHILLIPS.

Wendell Phillips was a great American philanthropist, and one of the best orators in this country.

Mr. Phillips was born in 1811 in Boston Massachusetts. He was one of the sons of John Phillips, the first mayor of Boston. At twenty-four years old, he became a lawyer, but afterward he gave it up and became a strong anti-slavery man. He made a great many speeches against slavery. His audiences were almost always very large. Those, who were opposed to him, insulted him dreadfully. He went almost all over the United States making speeches against slavery. In some places people insulted him as much as they could. He often had mobs rising up against him, but they could not stop him, he went on making speeches. When the war came, he took no part in it but made eloquent speeches about it.

When it was over, he turned his attention to others who needed help. He was very strongly opposed to capital punishment and in favor of women's suffrage. He was a great friend of Ireland in its struggle with England.

Mr. Phillips was a very eloquent speaker. John Greenleaf Whittier considered him the best orator in this country. He often compared him with Demosthenes, one of the best orators

in this world, and others. He made his first speech in a hall in Boston. Some body made a speech about Lovejoy which Mr. Phillips did not like at all, so he went up on the platform, and there he delivered his first speech. His best speech is the "Lost Arts." The last speech which he made was at the unveiling of a monument in Boston. After that he did not make speeches, but wrote books.

Mr. Phillips had a wife who is an invalid. He always took good care of her, and wanted to outlive her, but he did not. He suffered from heart disease for more than a year, and died a little while ago.

He will always be remembered by the world as a great philanthropist and one of the greatest orators in this country. His name will be placed with all the great men who were willing to give up their lives to save the people from misery and improve the condition of their country.

ETTA M. LINCOLN.

May 28th 1884.

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### SMITH COLLEGE.

Smith College is a college for women. It is on Elm street, opposite the new Catholic Church in Northampton. It is built of brick and is trimmed with stone. Miss Sophia Smith of Hatfield, left a large sum of money in her will for the founding of a college for women. The college was named after her. It was dedicated in 1875. Mr. Seelye is the present president of the college. Smith College is one of the best schools for women in the United States. Young ladies, from all parts of this country, go there to get their education. I have an impression that about fifty students graduate from the college every year.

The Smith College grounds contain the president's house, the art gallery, the music hall, the gymnasium, and several cottages, which are really the boarding houses for the students. There used to be an art gallery in one of the rooms of the college, before the Hillyer Art Gallery was built. The Hillyer Art Gallery was begun about two years ago. It is not so large as the

college. Mr. Hillyer who died last year gave the money for the gallery. It was named after him. There is a portrait of him in one of the rooms up stairs. The art gallery has about five rooms. It contains statues which are copied from the ancient ones, paintings and photographs. We have been to the art gallery with Miss Fletcher a good many times. We have seen some works of art which we have studied about. Some of the things, which we are very much interested in, are the model of the Parthenon, the statues of Demosthenes, Mercury and Apollo Belvedere, and the painting of Socrates.

There is a large painting of Socrates. It represents that he sits on his bed, talking with some of his friends who are around him, just before he takes poison. The faces of his friends are full of sorrow.

When the students finish their college course many of them become teachers of the higher schools.

Smith College is one of the youngest of the female colleges of this country.

EDITH F. HOUGHTON.

May 28, 1884.

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## THE CELEBRATION OF MISS ROGERS' FIFTIETH BIRTHDAY.

For about three weeks we talked together about the presents which we thought would be beautiful for Miss Roger's birthday. She of course did not know a word about it. The children of the Grammar School wished to give her a tree which they hoped, would grow for a long time, and they also hoped that it would remind her of her old pupils after they leave here. They also wished to give her other things.

She had a surprise for us in return. We did not know anything about it until the day before her birthday. On the eleventh of April she came to the school-house and told us that we should have a holiday the next day as she wanted us to have a good time on her fiftieth birthday.

On the next day before breakfast some of the girls went to the

playroom for something as they do every day and they were surprised when they found a picture, hanging on a wall. It was given to us by Miss Rogers as a present. It was the "Foundling girls," and we thought it beautiful. Miss Rogers also gave some pictures to the boys and Primary children, but they were not the same.

At breakfast Etta Lincoln and I handed a glass jar and a basket of flowers to her and we made little speeches to her. We found beautiful gilt-lettered invitations from her on our plates. She invited all of us to a reception in the evening from half past five to eight o'clock.

At about four all the children of the Grammar School went out on the lawn and stood before the tree which we presented to her. The Primary children stood on the other side, looking at us. Carl and Eugene held the tree. Miss Rogers who was with some people from town at the school-house, came out and stood before the tree. She was greatly surprised to see it. Edith Houghton went before her and made a pretty speech to her. Then Etta Lincoln went and handed her a book which contained the names of the children who gave her the tree. And after that every child went and threw some dirt with a trowel to the roots of the tree. The boys who held the tree, threw it with a shovel.

Then we all went to the Clarke Hall to give Miss Rogers some more presents and then to attend a reception there. We all sat down and the Primary children went before her who was on the platform with some other people and presented her some flowers. Then one of the little girls, aged seven years, accompanied by the largest boy, went before her and made a speech to her. Mr Dudley afterwards made one and Miss Fletcher then did so about the picture which was presented to Miss Rogers by all the ladies of the Clarke Institution. The picture was the "Return of the Mayflower" and was on an easel in the corner of the room and it looked very beautiful. There were about three tables on the platform with vases of flowers on them. Beautiful white lilies in one of these vases were from Mrs. Mitchell, the mother of Lily Mitchell.

After Miss Fletcher finished, making a speech, we all walked around a table which was covered with our supper and the food was arranged beautifully. Then the food was given to us and

we had an elegant supper. After we finished our supper we talked together.

Some of the Primary boys and girls had gymnastics on the platform and they did very well. We left the hall at about eight o'clock. The teachers of both departments and some of the invited guests remained with Miss Rogers in her room and they had tea or coffee there. The first class stayed in the parlor, talking together. When it was time for us to leave it, Edith Houghton gave Miss Rogers fifty kisses on her cheeks.

We think we never had so splendid time here as we had on that day. We devoutly hope that the tree will grow to be a hundred years old.

EDITH F. SHEPHERD.

MAY 29, 1884.

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### THE CINCINNATI RIOT.

The Cincinnati Riot was one of the most furious riots that ever occurred in this country. It began on the 28th of March and ended on the 30th. Berner, a murderer was sentenced to twenty years' imprisonment on the 28th. The people of Cincinnati thought that the sentence was unfair and that Berner ought to be hanged. When the jurors left the court house the people hooted at them. There was a meeting in Music Hall about the sentence of Berner. The hall was crowded with ten thousand people. When the meeting was put off, a man shouted "To the jail, come on, hang Berner." About two hundred men followed him to the jail. They made an attack on the jail to get Berner or other prisoners and hang them. The mob broke the front door of the jail with a timber. Several rioters entered the jail. They met a body of policemen in the corridor. About seventeen rioters were arrested and locked up. While the rioters and policemen were fighting in the jail, a body of militiamen entered the jail from the court house through a tunnel. The soldiers fired at the rioters, killed and wounded several. The rioters were finally driven out of the jail. They attempted several times to set the jail on fire but the jail was made of stone and iron. A barrel of coal-oil was rolled to the basement of the jail and set on fire but the policeman extinguished it.



Early in the morning of the 29th, the soldiers marched out of the jail and took possession of several principal streets. Late in the night, the people gathered again and made an attack on the court house. They broke the windows and entered the building. Then it was set on fire. Criminal papers and records were burned. The firemen did not put out the fire because the people did not let the fire-engine come. The court house was burned to the ground. The loss was about a million dollars. A public library was also burned. The loss was about \$125,000.

The city was in confusion on the 30th. There was some fighting that day. Some young men gathered near a bridge and threw stones at it. The soldiers, at the other end commanded them to stop. They refused. The soldiers then fired at them. Several men were killed and wounded. The Mayor telegraphed to the Governor of Ohio for more soldiers. Several soldiers arrived in the night. The riot ended the next morning. Many soldiers were sent home on the 1st of April. Another court house has been erected at the jail yard. The city has been quiet until now.

EUGENE H. RICHARDSON.

MAY 28th, 1884.

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### THE NIHILISTS.

The Nihilists are people belonging to secret societies organized in Russia. They denounce the way in which the country is governed.

One of their chief objects is to force the Czar to govern Russia according to a constitution instead of having the country ruled by one man.

Some of them have committed various attempts to take the life of the Czar. Their first attempt was in April, 1866, in which the Czar Alexander II was fired at, but escaped unhurt.

Since the organization of the Nihilists their numbers increased very rapidly, and every year hundreds, and sometimes as many as a thousand have been arrested and the Russian prisons are full of them. Many have been banished or executed and they are regarded as martyrs by their brethren.

The number of Nihilists in Russia now is unknown. They

have secret agents dispersed all over Europe and are ruled by a committee whose orders are obeyed by the Nihilists at the risk of their own lives.

In 1881, a conspiracy was made by the Nihilists to kill Alexander II. It was carried out on the 13th of March, when the Czar was riding in a carriage in St. Petersburg. Two bombs were used. The first exploded without any effect upon the Czar. The second exploded under his feet, shattering his legs, and deprived him of his life almost instantly. This act roused great excitement almost all over the world. The murderers were arrested, tried, and of course they underwent the heaviest punishment.

Alexander III, a son of the preceding Czar came to the throne. Before his coronation a plot was detected to blow up the building in which he was to be crowned.

Another attempt was made not long afterwards to kill him. It was not successful but the assailants succeeded in wounding him in the shoulder.

Many of the students in the Russian Universities, even the soldiers in the army and sailors in the navy have been arrested on suspicion of being Nihilists.

The worst outrage that they committed since the attempt to kill the present Czar, was the murder of the Russian chief of police who met his death in a horrible manner.

One of the latest acts of the Nihilists was the posting of hundreds of placards in St. Petersburg, threatening the life of the Czar if he would not grant the country a constitution.

The condition of Russia now is somewhat similar to that of France at the time of the Revolution of "1848."

The Nihilists have kept the country in constant terror and it is probable that a formidable insurrection will take place if the Czar did not take measures to check their growing power.

C. J. UNDERWOOD.

JUNE 3, 1884.



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2561  
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*From Dr. S. A. Green*

1187

EIGHTEENTH

*Jan. 4,*

# ANNUAL REPORT

OF THE

Clarke Institution for Deaf-Mutes

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending August 31, 1885.



NORTHAMPTON, MASS. :  
PRESS OF GAZETTE PRINTING COMPANY.  
1885.



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PRESS OF GAZETTE PRINTING COMPANY.  
1885.

(Chap. 300.)

AN ACT RELATING TO DEAF-MUTES.

*Be it Enacted, &c., as follows :*

SECTION 1. No beneficiary of this Commonwealth, in an institution or school for the education of Deaf-Mutes shall be withdrawn therefrom except with the consent of the proper authorities of such institution or school, or of the Governor of this Commonwealth.

SECTION 2. This Act shall take effect upon its passage. [*Approved May 17, 1871.*]

# CLARKE INSTITUTION FOR DEAF-MUTES, AT NORTHAMPTON.

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## **MEMBERS OF THE CORPORATION.**

LEWIS J. DUDLEY, Northampton, *President*.  
JULIUS H. SEELYE, Amherst, *Vice President*.  
WILLIAM ALLEN, Northampton, *Vice President*.  
WILLIAM P. STRICKLAND, Northampton, *Clerk and Auditor*.  
GARDINER G. HUBBARD, Boston.  
F. B. SANBORN, Concord.  
HORATIO G. KNIGHT, Easthampton.  
HENRY WATSON, Northampton.  
EDWARD HITCHCOCK, M. D., Amherst.  
FRANKLIN CARTER, Williamstown.  
EDWARD B. NIMS, M. D., Northampton.

## **TEASURER.**

LAFAYETTE MALTBY, Northampton.

## **COMMITTEES OF THE CORPORATION.**

### *School Committee.*

LEWIS J. DUDLEY, *Chairman*.    EDWARD HITCHCOCK.    WM. P. STRICKLAND.  
HENRY WATSON.    JULIUS H. SEELYE.    EDWARD B. NIMS.

### *Finance Committee.*

H. G. KNIGHT, *Chairman*.    HENRY WATSON.    WILLIAM ALLEN.

## **PRINCIPAL.**

\*HARRIET B. ROGERS.

## **†INSTRUCTORS.**

CAROLINE A. YALE, *Associate Principal*.  
ALICE E. WORCESTER, *Special Teacher of Articulation*.  
CLARA W. LATHROP, *Special Teacher of Drawing*.  
RUTH WITTER,    FANNIE W. GAWITH.    A. JOSEPHINE VINTON.  
\*KATHARINE FLETCHER.    MARY E. STOWELL.    ELLA SCOTT.  
ANNA R. LEONARD.    RACHEL C. FISH.    CAROLINE B. SERGEANT.  
MARY A. KATHAN.    REBECCA E. SPARROW.    ANNIE L. FISH.

## **STEWARD.**

FREEMAN C. CARVER.

## **MATRON.**

HARRIET O. YALE.

## **ASSISTANT MATRONS.**

MARY SMITH.    SARAH H. SMITH.

## **ATTENDANTS.**

SARAH HASKINS.    EMMA. J. PRESCOTT.    ANNIE F. NYE.  
FLORA B. COWLES.       MABEL SPARROW.

## **MASTER OF CABINET SHOP.**

N. B. LUCIA.

## **FARMER,**

REUBEN ROBINSON.

## **ENGINEER.**

REUBEN ROBINSON.

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\* Absent a part of the year.

† Two named in the list acted as temporary substitutes.



# OFFICERS OF THE CLARKE INSTITUTION

*From its Organisation to the Present Time,*

JULY 15, 1867—OCTOBER 14, 1885.

## PRESIDENTS.

	<i>Elected.</i>	<i>Retired.</i>
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	1883
LEWIS J. DUDLEY,	1883	

## CORPORATORS BY ACT OF INCORPORATION.

	<i>Elected.</i>	<i>Retired.</i>		<i>Elected.</i>	<i>Ret'd.</i>
*OSMYN BAKER,	1867	1875	THEODORE LYMAN,	1867	1868
WILLIAM ALLEN,	1867		HORATIO G. KNIGHT,	1867	
LEWIS J. DUDLEY,	1867		*JOSEPH A. POND,	1867	1867
JULIUS H. SEELYE,	1867		WILLIAM CLAFLIN,	1867	1873
GEORGE WALKER,	1867	1876	*JAMES B. CONGDON,	1867	1879
GARDINER G. HUBBARD,	1867		*THOMAS TALBOT,	1867	1885

## CORPORATORS BY ELECTION.

	<i>Elected</i>	<i>Retired.</i>		<i>Elected.</i>	<i>Ret'd.</i>
JOSEPH H. CONVERSE,	1868	1870	*CHARLES DELANO,	1877	1883
*JONATHAN H. BUTLER,	1868	1868	EDWARD HITCHCOCK,	1877	
F. B. SANBORN,	1868		JOHN D. LONG,	1880	1883
J. HUNTINGTON LYMAN,	1870	1877	WM. P. STRICKLAND,	1883	
*SAMUEL A. FISK,	1873	1884	FRANKLIN CARTER,	1884	
HENRY WATSON,	1875		EDWARD B. NIMS,	1885	

## TREASURERS.

	<i>Elected</i>	<i>Retired.</i>		<i>Elected.</i>	<i>Ret'd.</i>
OSMYN BAKER,	1867	1869	LAFAYETTE MALTBY,	1869	

## PRINCIPAL.

HARRIET B. ROGERS,	1867
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## ASSOCIATE PRINCIPAL.

CAROLINE A. YALE,	1878
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## STEWARDS.

HENRY J. BARDWELL,	1870	1883	FREEMAN C. CARVER,	1883
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\*Deceased.

## Report of the Corporation.

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### *To the Board of Education :*

GENTLEMEN: The Eighteenth Annual Report of the Clarke Institution for the year ending August 31, 1885, is as follows :—

The number of pupils enrolled was 95. The largest number present at any one time was 93, and the smallest, 90; boys 47, girls 46. There were in the Primary Department 54, and in the Grammar Department, 39; boarders 90, day-pupils 3. Seventy-five were from Massachusetts, four from Vermont, two each from Connecticut, New Hampshire, New York, Ohio, and Missouri, and one each from Indiana, Iowa, Utah, and Canada.

The progress of the School is believed to compare favorably with that of any former year. The entering class was so large as to necessitate a division, and the attainments of one of the divisions in articulation, lip-reading, and the acquisition of an English vocabulary in a single year, were in no wise inferior to those of the preceding class, so much eulogized by visitors, while the other division was not far behind. Seventeen of the older boys have been instructed in carpentry and cabinet work, and more and better results have been achieved than during any previous year. A small building has been framed, erected and covered almost entirely by these pupils, and work has been done in ash and black walnut furniture which would be creditable to the average mechanic. The older girls have assisted in light housework, and been instructed in sewing.

The health of pupils has been exceptionally good, but there was some illness among teachers particularly in February and March; and the Principal of this Institution has been subject to enforced absence during most of the past year. By reason

of a bronchial infirmity occasionally troublesome for thirty years past, she was professionally advised to relinquish labor temporarily, and to seek recuperation in the bracing atmosphere of Colorado. The effect has been highly encouraging, and it is the opinion of her medical advisers that another year's residence there, will restore her to health, and her service to this Institution. While her infirmity and absence are deeply regretted by this Board, such is the experience, ability, and efficiency of the Associate, and now acting Principal, Miss C. A. Yale, as well as the zealous co-operation of all the teachers in doing whatever needs to be done, and such the careful, wise, and kindly supervision of the matron, Miss H. O. Yale, in her department, that no difference in the progress and well-being of the pupils is apparent, by reason of this temporary absence of the Principal.

The School Expenses proper have been for the year, \$26,655.-88. The number of pupils enrolled for the current year (1885-6) is 94, of whom there are present 87; 44 boys and 43 girls—in the Primary Department 55 and in the Grammar Department 32. Our finances are in a very satisfactory condition. Our fund is not only unimpaired, but the present market value of our securities exceeds their original cost even more than last year. The income from the fund during the year, has been \$16,925.42. Our debt has been paid, and a reduction in charges both to the State and to individual patrons, is contemplated at the meeting of the Corporators in March next.

This Corporation, during the past year, has experienced a serious loss in the decease of Samuel A. Fisk, M. D. He had been connected with the Board since 1873, and was for several years, its efficient Clerk. He always evinced a deep interest in the prosperity of the Institution, and rendered essential service as a gratuitous medical adviser. Particularly as a member of the School Committee, when a question arose with respect to some very abnormal pupil, whether it was a victim of insanity, mental imbecility, or physical infirmity, and whether its retention or discharge was expedient, his judgment was relied upon with much confidence. His death is sincerely mourned by his associates in this Board, as well as by all persons who knew him intimately, and his sound judgment, medical skill and experience, combined with earnest sympathy in the work of the Institution, cannot be readily replaced.

Another marked vacancy has, very recently, been made in this Board by the death of Hon. Thomas Talbot, not many years since Chief Executive Magistrate of this Commonwealth. Of his successful business career, his eminent public services, and his unselfish devotion to the best interests of humanity at large, this Report is not the proper medium through which to speak. But his interest in the class for which we are laboring, was early shown by his aid, pecuniary and otherwise, in establishing the little pioneer oral school at Chelmsford, and by his efforts when a member of the Executive Council, to secure a charter and State patronage for the Clarke Institution. He was made Corporator by Legislative action, and continued a member of this Board and a member of the School Committee till his death, being also for the last twelve years, one of the two Vice Presidents. He will be missed in our councils, and this Board will be fortunate if ever his place shall be adequately filled.

### DEAF BUT NOT DUMB.

Hearty expressions of approval have been volunteered from various quarters, of the position taken in our last Annual Report respecting the proper terminology to be applied to the deaf. A lady of high culture at the head of a Western Female Seminary, who is in no wise connected with the deaf, writes: "I confess that I had never thought of the matter in the light there presented; and I assure you no one will ever again hear me use the expression 'deaf and dumb.'" An intelligent banker in a State having six schools for the deaf, whose son now four years old lost hearing in early infancy, writes: "I have read with interest and hearty approval, your suggestions with regard to the discontinuance of the word 'dumb.' If the word struck the ears of all, as it does the ears of those who are unfortunately interested in this class, it would soon be dropped. The term 'mute' is hard enough, but 'dumb' is inhuman." This parent voices the unsophisticated feeling of every parent of the deaf who has sensibility enough to be capable of affection, and intelligence enough to appreciate the difference between the associations linked respectively with the words "dumb" and "mute." To decry such feelings and their expression as "simply and altogether sentimental," is to decry the most tender,

God-implanted, parental instincts. As the term "deaf" is a sufficient designation in a majority of cases, and where it is not, the term "deaf-mute" is, confessedly, all that is needed, the continued application of the word "dumb" to human beings is simply gratuitous. Why harrow the feelings of afflicted parents, and humiliate the most intelligent and sensitive of the deaf themselves, by an epithet needlessly coarse and cruel? To say that it is sanctioned by time and usage, is to repeat the stale reason which has been made to do service in upholding all the stubborn inhumanities and infelicities of the past. Which terminology is destined to enlist in its favor all parental instinct, refined human feeling, and enlightened public sentiment, there can be no doubt; and we cannot help thinking that those Institutions will best subserve their own interests, which soonest fall in with the proposed reform.

#### SHALL MASSACHUSETTS LONGER DISCRIMINATE AGAINST THE PARENTS OF THE DEAF AND THE BLIND?

Our Commonwealth has always occupied an advanced position in educational matters, and her appropriations for the unfortunate are liberal. But her provision for the education of the deaf and the blind is attended with a discrimination and with conditions, which seem hardly just, and hardly in keeping with the spirit of her public school system. That system is based upon the idea that ignorance jeopardizes the well-being of the community, and that self protection requires the State to give, at least, an elementary education to all. Hence it imposes the burden not upon parentage, but upon property. It asks no parent whether he or she is able to pay tuition, or appreciates education, but says imperatively, send your child to school; if you possess nothing, it will cost you nothing, not even an humiliating avowal of poverty; tax-payers, whether having children or not, are to defray the expense. A large proportion of the children of this State receive their schooling at no other cost to their parents than a poll tax, and a multitude without even this small tribute. Yet neither the parents nor the children are considered the recipients of charity. The property owner bears

the burden. He is taxed municipally, but under State law, to build, equip, repair, and heat school-houses ; to pay the salaries of teachers and superintendents ; to furnish free text-books to rich and poor alike ; to carry to school such pupils as live remote from the school-house, if so his municipality votes ; to maintain schools for drawing and evening schools ; and to give to any who may desire it, a gratuitous preparation for any College in the country for either sex. He is taxed by the State directly, to pay the cost of educating indigent defective children, board included ; to erect, equip, and maintain six Normal School establishments, one for Art included, and to furnish free tuition and free text-books to all the pupils, as well as pecuniary aid to those who need ; to erect, equip, and keep in serviceable condition the State Agricultural College buildings, and to pay \$10,000 a year to maintain free scholarships therein, as well as some \$2,000 a year for the same purpose in the Worcester Free Institute.

If this tax-payer happens to have a child of four senses instead of five, all that has been exacted from him for educational purposes, avails him nothing. He must personally pay, not merely for the board, but for every item in the cost of its education, undiminished even by that pittance from the School Fund which is appropriated for every child of five senses.

Deaf and blind children are counted in to draw "school money" for their respective towns, but counted out in its distribution.

If this tax-payer is the owner of only an humble estate, and does not feel quite equal to his exceptional burden, he must take the attitude of a mendicant ; declare in prescribed form his inability to educate his own child ; get his veracity officially certified ; and then ask the State to do, what it does for three hundred and forty thousand children without the asking, give *his* child free schooling ! He can escape from the burden or the humiliation only by letting his child grow up in ignorance, which no State law forbids. If he cannot pay the cost at an Institution, of course he cannot hire a competent private teacher, even if one is attainable, for that is still more expensive.

The requisite qualifications on the part of parents and relatives to instruct deaf-mutes, are too rare to have significance in this connection.

Similar discrimination and conditions are in force, we believe, in the other New England States, as well as in New York and Pennsylvania. These States with Massachusetts, early made some provision for the education of the defective classes. They did it at a time when ideas with respect to general education were less developed than at present ; when it was not yet a postulate that all the children of the State have a claim on the State for the means of education ; when the deaf and the blind were too few in number to be supposed a significant element in society ; when the prejudice against the mental capacity of the speechless, was not altogether dispelled ; in short, when the education of the defective classes was considered a matter of humanity and charity, rather than of State obligation or State policy. It is natural that this early provision should long retain some of its original features from the mere force of precedent and usage.

But in States organized more recently and since broader views on the subject have gained currency, no such discrimination is made, nor conditions imposed. All property is taxed for the education of all, and the possession of four senses instead of five, makes no difference in the application of the proceeds.

The Deaf-Mute Institution of Illinois numbers more pupils and teachers than any other like institution in the world ; yet we have been assured by an official of that state, well known to philanthropists throughout the country, that no discrimination between rich and poor would there be tolerated ; that proffered payment for his child by the wealthiest tax-payer, would not be received, and that the same rule prevailed, as he believed, in all the Western and North Western States. We have not official information from all these States, but we know the same law prevails in Minnesota, Iowa, and Nebraska, and we have the declared belief of the Principals of their several deaf-mute Institutions, that such is the fact universally in the great North West.

In Kentucky, tuition which is generally about one-third of the whole cost, is free to rich and poor alike, and only board within the limit of \$140 a year, must be paid by the parent if able. In Maryland the school-tax is fixed and levied by the State, the rate being thus everywhere the same, and the proceeds are applied according to exigencies. In this way the education

of the defective classes is provided for without invidious discrimination, and the wealthier portions of the State are made to contribute to the educational facilities of the poorer portions. No such disparity of burdens or of benefits is possible as exists under our own system of compulsory, municipal, school taxation, whereby the rate in one part of the Commonwealth is less than two mills on the dollar, while in another part, with shorter school-terms, lower salaries and of course inferior teachers, the rate is three times two mills.

In the comparatively poor British province of Nova Scotia, every deaf child between eight and eighteen years of age is unconditionally admitted and educated at the Halifax Institution, at public expense. No man is first taxed to educate everybody's children but his own, including the defective, and then left to bear his burden unaided, nor is any parent humiliated by a required confession of poverty as a condition of educational help.

It would seem much to be desired that our Commonwealth, confessedly a pioneer in the past, in matters of education and philanthropy, should put herself on a level with other States more advanced in this particular. Statistics show that she makes but a pitiful saving to her treasury by the existing discrimination and conditions. During the past five years, beginning with 1879-80, Massachusetts pupils in the Clarke Institution averaged 71 per year. Only during the second of these years and half the last one was any pupil paid for by a parent, and then only a single one. During the same five years, Massachusetts pupils in the Hartford Institution averaged 66 per year. During the first year only was a single pupil only paid for, not by a parent, but by friends, whether from compulsion of law, family pride, or charity, does not appear.

During the same period, Massachusetts pupils in the Horace Mann School at Boston averaged 74 1-5 per year. This is a school for day-pupils only, and the charge for tuition is \$100 annually. No party other than the State has paid this charge for any of these pupils during any of these years, with a single exception during the last year. The authority for these statements is the Principals of the Clarke and Hartford Institutions and the Auditing Clerk of the school officials at Boston.

It thus appears that the State has saved by the existing dis-



crimination, during the last five years, \$300 at the Northampton, possibly \$175 at the Hartford, and \$100 at the Boston, Schools for the Deaf, an aggregate of \$575, and an average of \$115 per year, a little more than half the cost per year to the State of a single pupil in our Institution. Of how many deaf children the education has been prevented, or injuriously delayed by this discrimination, we have no statistics. Probably it had somewhat to do with the fact that 100 deaf persons in Massachusetts between five years and twenty years of age, with name and residence, were reported in the national census of 1880 as not being and never having been at school.

It is hardly to be supposed that pecuniary inability characterizes the parents of the deaf so almost universally as the foregoing statistics would imply. The probability is that the disposition of a few well-to-do parents to declare their inability, and the readiness of town and city officials to indorse such declarations, are quickened by the felt unfairness of the existing law. However this may be, certain it is that the abolition of the present discrimination and conditions would add no serious burden to the Commonwealth, while it would give congruity to her educational legislation; would place her in this respect, as she already is in others, in the front rank of liberal States; would take away from ignorant and selfish parents all pretext for the detention of deaf and blind children from school, and thus encourage and facilitate the education of two most unfortunate classes. Deaf mutes are, we believe, the only unfortunate class for which the Commonwealth has never had to make any outlay in brick and mortar, and the yearly cost of whose instruction is greatly lessened to the State by the national endowment of the Hartford Institution, the private endowment of the Clarke Institution, and the partial support of the Horace Mann School by the city of Boston.

If it be objected that to make the schooling of all deaf mutes free is to pay for their board, and thus do better by them than is done by hearing children, the reply is:

First, that somewhat more than one-third of the deaf pupils of Massachusetts are now sent to the Boston school, and are subject to charge for tuition only.

Secondly, the cost of tuition at the Clarke and Hartford Institutions cannot be less than at the Boston School, which is con-

sidered reasonable at \$100 per year for each pupil. Yet the entire charge at each of the two Institutions is, or speedily will be, but \$175 per year, leaving but \$75 to be set down to the account of board; the balance of the cost being defrayed by their endowments.

Thirdly, the State brings schooling to the doors of hearing children, and if any live at a very inconvenient distance, it authorizes the daily transportation of rich and poor alike at public expense, because it costs less to bring the children to the school than to bring the school to the children. By parity of reason, tax-paying parents of the deaf are entitled to the benefit of the same principle. It costs less to board their children at an Institution than would their daily transportation to school, or their education in their own town.

Fourthly, parental solicitude and yearnings, especially on the part of the mother, are generally in proportion to the depth of a child's misfortune. The more unfortunate the child, especially if young, the harder to relinquish its custody and care to strangers at a distance. No parent worthy of the name would part company with such a child for the pitiful equivalent of its board. When such parting is consented to, it is a concession to the economy of the State in its *professed* policy of giving free schooling to all its children.

Fifthly, many a New England youth, for the purpose of attending school, pays for board in some family by personal service out of school hours and on non-school days. Of all such equivalent for board, those parents of the deaf are deprived whose children at a serviceable age are sent to a distant Institution. Payment for the board of such children at the Institution is only a *quid pro quo* for the loss of that society and service which the parents of hearing children enjoy by reason of having the school brought to their own doors.

A former Secretary of the Massachusetts Board of Education, Hon. Joseph White, in his report for 1875-6, says: "I cannot refrain from the renewed expression of the opinion which I have long entertained, that it is not creditable to us, nor quite consistent with our boasted theory that a good education is the birthright of every child in the Commonwealth, and therefore our schools are perfectly free, while the blind and the deaf-mute, the ones most needing aid, can only receive it on the plea of

poverty. Nor can any State, whose social and civil institutions are founded on, and are the natural outgrowth of, intelligence and virtue, afford to permit any class of her citizens, even though small in numbers or crippled by misfortune, to be shut out for any reason from those privileges of public instruction which are the source of both intelligence and virtue."

Attention is invited to the Financial Statement of the Corporation, and to the Report of the Associate and Acting Principal, hereto appended.

Thanks are due to Drs. Knowlton, Cooper and Davenport for professional services; to the Connecticut River and Boston and Albany railroads, for carrying members of the Institution at reduced fares; also to the publishers of the "Hampshire Gazette," "Daily Paper for Our Little People," "Our Little World," "Pacific Monthly," "The Deaf-Mute Journal," "Kentucky Deaf-Mute," "Deaf-Mute Index," "The Goodson Gazette," "The Nebraska Mute Journal," "Our Record," "Our Dumb Animals," "Kansas Star," "The Tablet," "The Deaf-Mute Mirror," "Mute's Companion," "The Deaf-Mute Press," "Deaf-Mute Record," "Vis-a-Vis," "Wisconsin Deaf-Mute Times," "Deaf-Mute Hawk-Eye," "Maryland Deaf-Mute Bulletin," "Deaf-Mute Optic," "The Deaf-Mute Voice," "Texas Mute Ranger," and "The Auralist," for the gratuitous contribution of their papers to our Institution the past year. We are also indebted for Christmas presents to the mother of a former pupil for the gift of \$20, to friends for presents amounting to \$20, and to several of our teachers for presents of books.

For the Corporation,

LEWIS J. DUDLEY, *President*.

NORTHAMPTON, Oct. 14, 1885.

# Financial Statement

## OF THE CLARKE INSTITUTION,

### FOR THE YEAR ENDING AUGUST 31, 1885.

#### RECEIPTS.

From the Clarke Fund,	\$16,925.42	
“ Lippitt Fund,	30.00	
“ Whiting Street Fund,	60.00	
“ Green Fund,	16.78	
“ State of Massachusetts,	14,203.29	
“ other States and pupils,	4,546.50	
“ Farm, Stable, &c.,	150.00	
	<hr/>	\$35,931.99

#### EXPENDITURES.

##### CURRENT.

For Salaries and Wages,	\$14,555.00	
“ Groceries and Provisions,	5,834.71	
“ Furnishing,	211.05	
“ Fuel and Lights,	4,343.93	
“ Repairs,	846.18	
“ Cabinet Shop,	1,048.18	
“ Farm and Stable,	291.19	
“ School Incidentals,	142.90	
“ General Incidentals,	907.19	
	<hr/>	28,180.33

##### SPECIAL.

For Premium on Securities,	\$7,084.88	
“ Street, Green, and Lippitt Funds,	82.78	
“ Interest,	30.00	
“ Prizes from Lippitt Fund,	24.00	
“ Payment on Debt,	500.00	
“ Insurance,	30.00	
	<hr/>	7,751.66
		<hr/>
		\$35,931.99

# Report of the Principal.

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*To the Corporators of the Clarke Institution :*

GENTLEMEN :—The Annual Report herewith submitted is for the year ending August 31, 1885.

During the year there have been in attendance ninety-three pupils from six to nineteen years of age. Sixteen new pupils were admitted. Of the whole number twenty were semi-mute or semi-deaf. The remaining seventy-three were without speech until placed under instruction.

It has always been our custom to test each pupil with reference to possible hearing and to utilize such hearing when found. In view of the special interest awakened in aural development by recent experiments, we have this year given additional attention to the matter, but have found no hearing that could be made available of which we had not been previously aware. Though we find that the majority of pupils under some one test evince more or less sensitiveness to sound, we have in the accompanying \*table noted every instance in which hearing has been available for instruction.

## PRIMARY SCHOOL.

During the year there have been fifty-four pupils in this department. Fourteen new pupils were received. Thirteen of these, with one who had been at school during the previous year, formed the youngest or E Class. After a trial of a few weeks, six proved capable of so much more rapid advancement

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\* See page 26.

than the others that they were allowed to form a separate division.

It is well understood that the general system employed in this school is that known as the German or Oral method. Instruction is given through speech and the recitations of the pupils are oral. Written work is supplementary—from the spoken word to the written is the rule. The manual alphabet and signs are never taught, and by every influence the pupils are encouraged to make spoken language their ordinary means of communication. We believe that even imperfect speech and speech-reading are better means of intercourse with a world of hearing and speaking people, than the language of signs which, however “natural” it may be to the deaf person who uses it, is strange and unfamiliar to the community at large. Would any one advise that a young German child should be kept to his native language when Providence has placed him in an English-speaking country for life?

Too great care cannot be exercised in the first months and years of a child’s training. The elementary work is done by the best skill at our command. Development of speech is always the charge of our special teacher of articulation, who usually has a young teacher in process of training working with her. The same special teacher carefully plans for correction and improvement of speech throughout this School. Each class goes to her daily for a time of direct articulation drill with its own teacher who joins in the work and thus learns how to meet difficulties and to care properly for the speech of pupils in ordinary recitations.

It is now three years since a radical change took place in the method of instruction employed with our youngest pupils. In connection with this report is published a paper, prepared by Miss Alice E. Worcester, our Special Teacher of Articulation, for the Convention of Articulation Teachers held in New York in June, 1884, and afterward published in the *Annals*. The method described therein has proved invaluable to us. Our pupils learn more language, speak better and read the lips more easily than in previous years.

Language work is also planned by those having longest experience. New methods are constantly being developed by teachers, while danger from inexperience is guarded against by those

who direct the work. Thus the attainments of the classes are year by year of a higher grade. To every teacher of the deaf the importance of language work grows with his years of experience. New possibilities are always opening before him. Much is justly said in favor of the Natural Method, and, if a deaf child from his earliest years to mature life could be accustomed to see language constantly, he would no doubt acquire it by this means alone. But in the majority of cases, pupils do not remain at school more than seven years, and therefore all possible speed is to be desired. Our attempt is to make the elementary teaching of language as natural as possible. The words and sentences first taught are those which will be of readiest use to the pupil. All attempts of the child to express thought are encouraged and assisted. Teachers are instructed to stop regular class work and allow conversation over such occurrences as attract attention. Nevertheless we find that systematic drill on grammatical forms and structural peculiarities is essential to a free and intelligent use of English.

The value of careful instruction in letter-writing cannot be overestimated. That the letters of young deaf children should often fail of the letter flavor, which we recognize but do not name, is not to be wondered at; but it surely suggests need of training in this direction, and the wisest plan of work is that which induces most thought on the part of the pupil. We find that uncorrected letters sent home are a strong stimulus to children's efforts to gain in accuracy *if they embody the best work the child can do*. To secure this, the following plan has been tried. It being customary for our pupils to send letters home every third week, half a day during each of the two preceding weeks has been given to preparation. Letters received from friends are brought into school to be considered with all their questions and interesting suggestions of home life. Recent occurrences are discussed and topics for writing chosen from them. To rouse enthusiasm, stimulate interest and widen the idea of communication is the aim of the teacher, who also gives help at this time in the correction of language and improvement of expression. The third week, however, the children are left to write alone, the utmost help given by the teacher being to tell them *how many* mistakes are made in the rough draft of a letter—not *what* they are, nor *where*. Thus a powerful incentive is given both

to interest in lessons and to ambition in the final independent effort. With the thought of its home reading, each sentence is carefully scrutinized by its little writer. The following letters may serve to illustrate the results of such training. The first was written in the manner above described by a boy of thirteen, wholly deaf at two years, in school nearly three years. The second was written off hand with no previous suggestion or time of preparation, by a little girl of ten, wholly deaf from birth, in school two years and five months.

NORTHAMPTON, Mass.

June 10, 1885.

MY DEAR MOTHER ;

I have received a letter from you since I wrote to you. I was glad to receive it. Please thank D. A. Simmons for the pretty card. I like it very much. Do you remember that Ben Berkins told me that he would give me a pretty ship? I shall be glad to have some little ducks. I hope that the eggs will all hatch. Fred Smith is kind to keep a rabbit for me. I shall be glad to see Uncle Clarence, aunt Sarah and cousin Emma in Newburyport. Does Uncle Clarence want to work in Gloucester? School will close on the 22nd of this month. Nearly all of us, children will start for home on the 23rd of this month in the morning about ten o'clock. We hope that it will be a pleasant day when we start. Please ask my friends if they will be glad to see me when I get home. Please tell them that I shall be glad to see them when I get home. Please meet me at the station in Boston when I get there. I shall not write again before I go home as the time is short.

Are there any flowers blooming near home? There are several kinds of flowers blooming near here. There are some pansies and some verbenas in the flower bed near this house. One day last May Miss Y—— gave each of us a pansy or a verbenas. We set them out ourselves in our flower bed. We water them every day. They are growing well now. Some beautiful birds have come from the South to make their nests. We saw some birds making their nests near the playgrounds. I saw a scarlet bird with black wings sitting on a branch one week ago last Monday.

Last Friday was Miss W——'s birthday the children gave some cards to her. She thanked all the children whose birthday cards, she found on her plate. She put them all together in a



scrap book. One day last May as Miss G—— was sick the A and B classes had Sabbath school together. They wrote and pronounced the names of many books of the Old Testament.

The 30th day of May was Decoration Day. We, children went down town with our attendants and teachers to see the procession. We saw the soldiers marching along the street. They carried flags and wreaths of flowers to decorate the graves of soldiers who died during the war.

One week ago last Monday Miss Y—— gave the prizes to the children. A boy in the E class, named Geo. Sperfslage received a prize of one dollar for improvement in Spoken English. A boy in the A class, named Clement Berry received a prize of fifty cents for improvement in Lip reading. A boy in our class named John Wheel, received a prize of fifty cents for improvement in Writing nicely.

Miss Y—— let us, children who had been good four weeks, choose which we wanted, to see magic lantern pictures Monday evening or have ice cream June 19th. We chose to wait and have ice cream. Then she asked us if we were willing to let the other children who had not been good to try to be good now and have ice cream too.

Please write to me.

Your loving son,

G—— M——.

NORTHAMPTON, Feb 11, 1885.

MY DEAR MOTHER AND FATHER,

I have not received a letter from you since I wrote before. I would like to have you write to me. Last Monday evening the children who had been good four weeks went to the school-hall to see some magic lantern pictures. We had some new pictures. There was a picture of a man. The man was pushing a cart. A woman was sitting in the cart. The woman took care of the chickens. A chicken fell down on the ground. There was one of a little girl. The girl was holding a doll up. She was holding it down. There was one of a baby. The baby fell on the bed. There was one of a man. The man was holding some long snakes.

Last Friday Miss Yale gave the prizes. She gives them every month. George had a prize for better talking. Rufino had one

for writing better and making better sentences. Edward had one for better lip-reading. George Morse had one for not making so many signs. I will be careful and have a prize.

All the teachers went away January 28th. We were very glad to see them when they came back. Miss A—— did not come back until last Monday, because her mother was very sick.

Last Friday some of the large girls made the molasses candy when the teachers went away. I like it very much indeed. It was very sweet.

Are you all well? Miss W—— will come back next March. We shall be glad to see her. We shall go home in eighteen weeks from next Tuesday. I am well and happy.

Your loving daughter

A—— M——.

In elementary arithmetic much time is given to the study of arithmetical language as such, and with undoubted good results. Each problem, also, is made the basis of numerous questions, involving as many different operations as possible. Careful thought is thus demanded from the outset, and not only is time gained in later mathematical study, but more mental power is developed.

Preparatory to the study of Geography from a text-book, lessons on location, direction and distance are given. Maps of school-room, school building, grounds and town are drawn. An imaginary journey along the railway lines, locating familiar cities and towns, furnishes the material for a map around which the outline of the State is placed. Other States, known by name as homes of pupils, are located with reference to this, and the outline of the United States and then of North America include all. This is followed by general lessons on climate, also on the plants, animals and people of each zone. Following these the natural divisions of land and water are taught from nature, from pictures and from maps. A series of five charts, entitled \**Picture Lessons in Geography*," has proved a valuable aid in this work.

All the pupils in this department have had daily drill in calisthenics, and the gain in figure and carriage in many cases has

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\* London: G. W. Bacon & Co., 127 Strand. To be obtained through Boston School Supply Co.

been very marked. Elementary drawing is taught as preparatory to higher work in the Grammar School. Simple religious instruction, suited to the comprehension of the different classes, is given at the opening of school each morning and in Sunday school.

### GRAMMAR SCHOOL.

There have been in this department thirty-nine pupils, from eleven to nineteen years of age, in five classes, the lowest class having been promoted from the primary School at the opening of the year. The usual course of study has been pursued.

The language work of this department has included, beside the study of grammar, letters, stories, compositions and newspaper exercises. A large amount of reading has been done by some of the pupils. Books of history, biography and travel, and works on natural history have been most enjoyed. The knowledge of political affairs and of the news of the day gained by some of these older pupils from the newspapers has been very gratifying.

Our First Class suffered a serious loss in the absence of its able and experienced teacher, Miss Fletcher, during the latter part of the year. A substitute was placed in the vacant position, who, while she brought to it all the qualifications of a well-trained mind, had no previous knowledge of the deaf, nor of their special difficulties. She taught as she would have taught a hearing class. Quietly and without delay the work went on and the usual written examinations at the close of the term showed most satisfactory results.

With another year this class will leave us, and the fact we have mentioned seems not without significance as to the practical availability of their speech and lip-reading for communication in the daily relations of life.

Cast drawing has been practiced by most of the pupils of this department under a special teacher of drawing. The work of the pupils is certainly very creditable. The religious exercises of this school have been the usual morning devotions, Sunday School and chapel service on the Sabbath.

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In both schools prizes have this year been awarded month by month. By this means more sustained effort has been secured on the part of the pupils. The same amount of money given

in small prizes seems to us to have accomplished much more than it did under the former plan of giving a few larger prizes at the close of the year. The names of the pupils who have received prizes are as follows :—

Articulation, (Lippitt Fund) :—Ella Altham ; Mary Ames ; Alice Berry ; Charles Carrigan (2) ; Herman Graichen ; John Kirby (2) ; Hettie Langley ; Michael Murphy ; William Mealey ; Willie Potter ; George Richardson ; Alma Reynolds ; Alfred Robbins ; Mark Ward ; Thomas Westropp ; George Zimmer (2).

Penmanship and Written Language, (Lippitt Fund) :—Arthur Clancey ; Erving Cargill ; Charles Carrigan ; Charles Fahrenholz ; James Grady ; Mary Kelly ; Agnes McSheehy ; Rufino Silva (2) ; Carrie Wordell ; John Wheel.

Lipreading, (A Friend) :—Clement Berry ; Sarah Gilboy ; Alice Mullany ; George Morse ; Willie Potter ; Edward Putnam ; Albert Weinhold.

Spoken Language :—Alice Berry ; Arthur Clancey ; John Kirby ; Charles Morris ; George Morse ; John Melodey ; Kitty Trainor ; Freddie Shoughrow ; Nellie Whittaker.

Cabinet Shop :—Charles Poor ; Wilfred Wise ; Herbert Pratt ; Albert Weinhold.

The library of our Institution now contains twelve hundred volumes. Among those added during the past year Phillips Universal Atlas is of especial value. Through the kindness of friends we have been able to place in each of our five play-rooms some books for the constant use of the pupils. Newspapers and some of the best periodicals of the day are also placed within their reach. One of our greatest needs is an increase of our collection of magic lantern slides. Some years since a stereopticon was purchased and, with even the moderate number of slides in our possession, it has proved a great source of amusement and instruction to our pupils.

Miss Rogers's absence, and an unusual amount of illness among our teachers, has made the year, in some ways, a trying one ; but hearty effort on the part of all connected with the work has made it, as we believe, a successful year. We close it with thanksgiving and good hope for the years to come.

Respectfully submitted,

CAROLINE A. YALE.

NORTHAMPTON, Sept. 30, 1886.

## COURSES OF STUDY.

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### *Primary Course.*

Kindergarten Exercises.  
Articulation.  
Writing.  
Language.  
Arithmetic—(the four elementary rules).  
Geography.  
Drawing.

### *\*Common or Grammar Course.*

Articulation.  
Language.  
Arithmetic (mental and written) through interest.  
Geography.  
History of the United States.  
Outline of General History.  
Lessons on General Subjects.  
Elementary Grammar.  
    “    Physiology.  
    “    Zoölogy.  
    “    Botany.  
    “    Natural Philosophy.  
    “    Physical Geography.  
Drawing,—Object and Cast.

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\* In order to graduate, pupils must have seventy-five per cent. in the semi-annual written examinations of the last two years of the course.

*High Course.*

Articulation and Elocutionary Exercises.

Arithmetic (completed).

Algebra.

Geometry.

Physiology.

Zoölogy.

Botany.

Geology.

Physical Geography.

Astronomy.

Natural Philosophy.

Chemistry.

History (Ancient and Modern).

Grammar and Analysis.

Rhetoric.

English Literature.

Political Economy.

Psychology.

Drawing—  $\left\{ \begin{array}{l} \text{Cast} \\ \text{Instrumental,} \\ \text{Crayoning or Water Colors.} \end{array} \right.$

# Names, Residences, etc., of Pupils, for the Year Ending August 31, 1885.

NAME.	RESIDENCE.	TIME AND PLACE OF INSTRUCTION BEFORE ENTERING CLARKE INSTITUTION.	TIME OF ENTERING INSTITUT'N.	AGE AT TIME OF ADMISSION.	CAUSES OF DEAFNESS.
Adams, Robert Barclay.	Northampton.	Private teacher, at home.	Sept. 1879.	13 yrs.	1 mo.
Altham, Ella.	Fall River.	.....	Sept. 1883.	8 yrs.	2 mos.
Ames, Mary E.	Lynn.	.....	Sept. 1871.	7 yrs.	6 mos.
Berry, Alice M.	Merrimac.	.....	Sept. 1878.	7 yrs.	4 mos.
Berry, Dora F.	Merrimac.	.....	Sept. 1878.	8 yrs.	4 mos.
Berry, Clement E.	Spencer.	.....	Sept. 1880.	8 yrs.	11 mos.
Bierwirth, Arthur.	St. Louis, Mo.	.....	Sept. 1884.	9 yrs.	3 mos.
Bradley, Mary.	No. Brookfield.	Private teacher, at home.	Oct. 1883.	12 yrs.	8 mos.
Byfield, Edward.	Lowell.	Public School.	Sept. 1884.	12 yrs.	8 mos.
Cargill, Irving H.	Monson.	.....	Sept. 1881.	7 yrs.	5 mos.
Carriagan, Charles.	Littleton.	.....	Sept. 1881.	8 yrs.	7 mos.
Chaffee, George O.	Granville Corners.	.....	Sept. 1878.	8 yrs.	7 mos.
Clancey, Arthur H.	Cincinnati, Ohio.	.....	Sept. 1879.	7 yrs.	9 mos.
Condon, Annie M.	Worcester.	.....	Sept. 1878.	7 yrs.	2 mos.
Corless, Henry P.	Turners Falls.	.....	Sept. 1884.	8 yrs.	3 mos.
Cusack, Frances.	Winchester.	.....	Sept. 1884.	8 yrs.	1 mo.
Deyoe, Hettie B.	Bacon Hill, N. Y.	.....	Sept. 1880.	6 yrs.	6 mos.
Ewig, Barbara.	Springfield.	.....	Oct. 1880.	6 yrs.	6 mos.
Fahrenholz, Charles R.	East Boston.	.....	Sept. 1879.	5 yrs.	10 mos.
Fitzgerald, Catherine.	North Adams.	.....	Oct. 1884.	11 yrs.	3 mos.
Forrest Annie L.	Chicopee Falls.	.....	Sept. 1884.	7 yrs.	7 mos.
Grady, James.	Proctorville, Vt.	A little at home.	Sept. 1883.	7 yrs.	4 mos.
Gratchou, Herman.	Lowell.	.....	Sept. 1878.	7 yrs.	4 mos.
Halladay, Jeremiah.	Lawrence.	.....	Sept. 1881.	8 yrs.	7 mos.
Harty, Belle P.	Salem.	.....	Sept. 1883.	10 yrs.	2 mos.
Hayward, Nellie M.	East Gloucester.	Public School before he became deaf.	Sept. 1878.	7 yrs.	6 mos.
Higley, Arthur L.	Bridgewater.	.....	Sept. 1878.	7 yrs.	10 mos.
Kelly, Mary Ann.	Becket.	.....	Sept. 1875.	7 yrs.	8 mos.
King, Cella.	Ware Village.	.....	Sept. 1883.	11 yrs.	6 mos.
Kirby, John.	Westmore, Vt.	.....	Sept. 1883.	9 yrs.	3 mos.
Langley, Hettie E.	Westboro.	.....	Sept. 1880.	10 yrs.	4 mos.
Lendall, Grace N.	Epsom, N. H.	.....	Sept. 1879.	7 yrs.	4 mos.
Leufest, Ella.	Essex.	.....	Sept. 1875.	7 yrs.	4 mos.
Mahoney, Mary.	East Cambridge.	.....	Sept. 1884.	7 yrs.	2 mos.
Martin, Mary F.	North Andover.	One year at Horace Mann School.	Sept. 1879.	7 yrs.	3 mos.
McCormick, Patrick L.	North Adams.	.....	Sept. 1877.	8 yrs.	3 mos.
McGee, Alice.	Taunton.	.....	Sept. 1882.	10 yrs.	11 mos.
McSheddy, Agnes L.	Marlboro.	.....	Sept. 1879.	9 yrs.	7 mos.
Mealey, William R.	Fitchburg.	.....	Sept. 1879.	8 yrs.	4 mos.
Melodey, John.	Lowell.	.....	Sept. 1877.	6 yrs.	4 mos.
Mitchell, Jennie R.	Peabody.	.....	Sept. 1879.	7 yrs.	5 mos.
Mister, Sisle M.	Montreal, P. Q.	A little at home.	Sept. 1881.	14 yrs.	5 mos.
	Munson.	Public School.	Sept. 1884.	13 yrs.	3 mos.

Morris, Charles W.	Abington.	Sept.	1879	7 ya.	6 mos.	Congenital ; semi-deaf.
Morse, George F.	Newburyport.	Sept.	1880	10 ya.	2 mos.	Spinal disease at 2 years ; lost speech.
Mountford, John T. W.	Lowell.	Jan.	1881	11 ya.	4 mos.	Scarlet fever at 6 years ; 3 months.
Mowry, Lillian E.	Marbleboro.	Sept.	1878	7 ya.	6 mos.	Cerebro-spinal meningitis at 13 months.
Mullaay, Alice.	Worcester.	Sept.	1883	7 ya.	11 mos.	Congenital.
Murphy, Catherine.	Dedham.	Mar.	1883	7 ya.	7 mos.	Cerebro-spinal meningitis at 6 years.
Nichols, Michael.	Brockton.	Sept.	1876	8 ya.	1 mo.	Spinal meningitis at 5 yrs ; lost speech.
Nichols, Willie A.	Shelburne Falls.	Sept.	1877	7 ya.	4 mos.	Congenital.
Nolen, Francis R.	Salem.	Sept.	1877	8 ya.	4 mos.	Congenital.
O'Neill, Thomas.	Burlington, Vt.	Oct.	1881	14 ya.	9 mos.	Scarlet fever at 3 years.
Pavett, Samuel C.	Holbrook.	Sept.	1881	7 ya.	9 mos.	Cerebro-spinal meningitis at 15 months.
Pearl, Annette.	St. Johnsbury, Vt.	Sept.	1877	8 ya.	7 mos.	Scarlet fever at 4 years.
Pearl, Charles F.	Peabody.	Sept.	1876	9 ya.	4 mos.	Scarlet fever at 4 years.
Potter, Willie W.	Groton.	Sept.	1878	6 ya.	2 mos.	A fall at 1 year 6 months.
Powers, Nellie.	Worcester.	Sept.	1884	7 ya.	1 mo.	Illness at 1 yr. 3 mos ; slight hearing.
Pratt, Herbert P.	Fitchburg.	Sept.	1882	8 ya.	2 mos.	Congenital ; slight hearing.
Prizer, Hattie E.	Brighton, Iowa.	Sept.	1883	12 ya.	10 mos.	Congenital ; slight hearing.
Pulver, Susie.	Luzerne, N. Y.	Sept.	1884	6 ya.	9 mos.	Scarlet fever at 13 mos.
Putnam, Edward J.	Rutland.	Sept.	1877	6 ya.	9 mos.	Cerebro-spinal meningitis at 18 months.
Quinn, David.	Weston.	Sept.	1878	6 ya.	9 mos.	Spinal meningitis at 8 months.
Reynolds, Alma E.	Fitchburg.	Sept.	1877	9 ya.	1 mo.	Inflammation of brain at 2 yrs ; lost sp'h.
Richardson, Florence J.	Groton.	Sept.	1876	6 ya.	10 mos.	Scarlet fever in 3d year ; semi-deaf.
Richardson, George E.	Northampton.	Sept.	1880	5 ya.	9 mos.	Congenital ; slight hearing.
Robbins, Alfred H.	Rochester, Ind.	Sept.	1883	11 ya.	5 mos.	Cerebro-spinal meningitis at 2 years.
Root, Edna M.	Springfield.	Feb.	1884	17 ya.	5 mos.	Erysipelas in infancy.
Russell, Emily.	Worcester.	Sept.	1884	6 ya.	6 mos.	Teething at 2 years ; semi-deaf.
Silva, Rudino.	New Bedford.	Sept.	1877	7 ya.	3 mos.	Sickness at 2 years ; lost speech.
Shoehrow, John Fred.	Brockton.	Sept.	1879	5 ya.	9 mos.	Spinal disease at 4 months.
Smith, William.	North Andover.	Sept.	1878	9 ya.	1 mo.	Scarlet fever at 2 ys. 8 mos ; lost speech.
Spencer, Erna.	Columbus, O.	Sept.	1884	7 ya.	11 mos.	Accesses in head at 1½ years.
Spierfsage, George.	St. Louis, Mo.	Sept.	1884	12 ya.	7 mos.	Spinal meningitis in infancy ; semi-deaf.
Tebbetts, Carrie.	Dover, N. H.	Sept.	1884	7 ya.	4 mos.	Scarlet fever at 1 year.
Trahear, Mary Kate.	Pittsfield.	Sept.	1888	7 ya.	3 mos.	Probably born deaf ; semi-deaf.
Ward, Mark E.	Cambridgeport.	Sept.	1878	7 ya.	1 mo.	Congenital.
Ware, Alice L.	Worcester.	Sept.	1881	8 ya.	4 mos.	Inflam. of ear-drums, 1½ yrs. ret. few w'ds.
Weeks, Lucy H.	Middletown, Ct.	Sept.	1881	8 ya.	4 mos.	Congenital ; semi-deaf.
Weinhold, Albert E.	Lawrence.	Dec.	1877	8 ya.	1 mo.	Cerebro meningitis at 2 ys. 6 m. ; lost sp'h.
West, Lee R.	Westfield.	Sept.	1884	14 ya.	2 mos.	Vaccination at 12 years ; semi-deaf.
Westropp, Thomas M.	Springfield.	Sept.	1882	10 ya.	7 mos.	Cerebro-spinal meningitis at 10 months.
Wheeler, John E.	Huntington.	Sept.	1880	9 ya.	7 mos.	Scarlet fever at 3½ years ; lost speech.
Wheeler, Melvin.	Northampton.	Sept.	1880	7 ya.	4 mos.	Congenital.
Whitaker, Z. Nellie.	Hampton, Conn.	Oct.	1883	15 ya.	7 mos.	Congenital ; semi-deaf.
Willard, Jane.	Fitchburg.	Sept.	1884	7 ya.	4 mos.	Congenital.
Wise, Wilfrid A.	Greenfield.	Sept.	1877	10 ya.	8 mos.	Scarlet fever at 8 months.
Wood, Elmer N.	East Stoughton.	Sept.	1876	6 ya.	9 mos.	Spinal meningitis at 1 year 3 months.
Wordell, Annie M.	Fall River.	Sept.	1881	8 ya.	10 mos.	Congenital.
Wordell, Carrie B.	Fall River.	Sept.	1881	7 ya.	6 mos.	Congenital.
Young, Florence P.	Salt Lake City, Utah.	Sept.	1879	8 ya.	1 mo.	Scarlet fever at 14 months.
Zimmer, George E.	Lowell.	May	1874	6 ya.	2 mos.	Inflam. of brain at 5 ys ; ret'd a few w'ds.

Whole number of boys, 47.

Girls, 46.

Total, 93.



## TERMS OF ADMISSION.

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This Institution is intended for the instruction of deaf children and youth by the Oral Method. It provides for the pupil's tuition, board, lodging, washing, fuel and lights, superintendence of health, conduct, manners and morals.

\* The charges are three hundred dollars a year ; for tuition alone, sixty-six dollars ; payable semi-annually *in advance, the first week* of each term. No deduction, except for absences on account of sickness. Extra charges will be made for actual expenses incurred during sickness. *No pupil will be allowed to withdraw before the end of the second term in June, without weighty reasons, to be approved by the School Committee. The contract is for the entire year.*

The State of Massachusetts appropriates annually funds for the education of its deaf-mutes. Applicants for State aid should apply to the Secretary of the Board of Education, State House, Boston. Forms of application will be furnished by the Secretary or by this Institution. The Institution, also, appropriates the income of its funds for the aid of beneficiaries from the New England States. The cost of clothing and travel as well as incidental expenses must be paid by the parent.

There are two terms in the year, of twenty weeks each, with a summer vacation of twelve weeks. Pupils cannot spend the vacation at school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

*The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal, each term, for incidental expenses.*

Applications and letters for information must be addressed to Miss H. B. Rogers, Principal of the Clarke Institution for Deaf-Mutes, Northampton, Massachusetts, with a stamp for return postage. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Pupils must be at least five years old on entering the Institution, and *must bring a certificate of vaccination*, and a list of the diseases they have had. The Institution is not an asylum, but a school of learning ; and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and good moral habits.

Visitors are admitted Thursday afternoons.

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\* A reduction of these charges is contemplated, to take effect during the last half of the current School year.

# APPENDIX.

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## HOW SHALL OUR CHILDREN BE TAUGHT TO PRONOUNCE AT SIGHT THE WORDS OF OUR WRITTEN LANGUAGE?

This question is one whose difficulty and importance are both sufficiently attested by its continual agitation in the public schools. To any learner, young or old, English spelling must make not a little hard the first steps in the crooked road to knowledge which lies that way; and no one feels more keenly the embarrassment arising from its irregularities and inconsistencies than does the teacher of speaking deaf children, who realizes afresh, daily, what a relief it would be to little, puzzled minds and overburdened memories, if words were spelled as they are pronounced and pronounced as they are spelled. Every such teacher must grow more and more to feel that a pass-key to reading would be placed in the hands of thousands of ignorant people in America and England to-day, if the words they speak and understand were represented upon the printed page by characters which stood as the unvarying equivalents of the sounds which produce them. Only about forty-two such sounds are needful for English speech. This short alphabet of phonetics once learned, then, a little practice for power of combination given, and, *presto*, the work is done! And with what an "*Open, Sesame*," to all that great treasure of wisdom and beauty which lies behind the gates of print would the youngest, the poorest, the most meagrely-taught enter upon life! "*Visible Speech*," with its dream of a wider application as a "*Universal Alphabet*," was only one of the outgrowths of dis-

cussion among scholars of the need of some such boon to the masses as this.

Meanwhile, however, our troublesome spelling remains unchanged; and, while it is what it is, our question can hardly cease to be asked. Nor do such millennial visions of delightful improbabilities give us much help in answering it, unless we may gain from them a light by which to see present possibilities. If, indeed, we agree that the thing which would make an answer simple would be a perfect system of phonetics, we may well look to see what there is in present conditions which might be made, to any extent, to yield a similar result. But what, let us first ask, would be the advantage to the deaf of such a system? It is safe to assume in general that the best principles of work with other children are best also for the deaf, however the methods of their application may need to differ. And, in this case, the solution of the hearing child's difficulty would be that, also, of the deaf child's greatest troubles. For,

I. The aid to speech-reading would be almost incalculable. The words which the deaf child saw pronounced would, in the very action of speech, *write themselves* simultaneously in his mind, if each sound had, as was said, its unvarying representative in a letter or letters. Spoken and written language would thus become in a fundamental sense the same; and, while such obstacles would still remain as arise from sounds which look alike in speech, and from the inability to see all the positions of rapid speech, the great "Hill of Difficulty" would have been removed from the way of speech-reading.

II. The aid to speech would, perhaps, be even greater. Not simply because the deaf articulator would be able to pronounce any and every word at sight, but because words would be written in pronunciation to him—*pronounced to his eye*—wherever he saw them. So articulation would be reiterated to his mind at every turn, supplying in large measure his present, greatest lack—that mental impression produced by the incessant recurrence of the same sounds, by which, under ordinary circumstances, a child learns to talk. If, then, written words carried with them their own pronunciation, the deaf child would think in speech as far as he thought in words, would read speech, write speech, and every word he met would be an articulation-teacher to him.

To whatever extent, therefore, spoken language can be made to write itself and written language to pronounce itself, to the eyes and the understanding of the deaf, just so far the same thing has been accomplished which the ideal spelling would do. But can this be done to any extent, and how?

The involuntary answer of my own mind comes always in some words said to me by my father when, years ago, I stood at his knee, myself a little child just learning to read. It must have been in spring or early summer, I suppose, that those lessons were given which opened Wonderland to me, for it is always morning in my thought of them, with a glimpse of blue mountains through the open window, and a sweet, windy breath from the garden outside to freshen the memory of the kind face into which I looked as I said my alphabet—an alphabet of sounds, by which, in the midst of a busy life, my father found time to teach all his children to read.

“What are the four sounds of A?” “What is the sound of B?” “How many sounds has C, and what are they?” So the lesson ran, and following this, came the first steps of simple combination. “Give the sound of B; now the first sound of A; now say them slowly together—now quickly, as you would talk!” A few such lessons, too, I recall. But the time of which I wish to speak is that which came next—the day when my father opened for me a little blue-covered story-book. Slowly, one at a time, he telling me at first which vowel sounds to give, I pronounced and wonderingly recognized the words which seemed to speak themselves as I put sound with sound. “Say them as you would talk,” said my father, “and the book will talk to you;” and the book did, indeed! Many little rules, hints as to “silent letters,” etc., were given as I went on, but, beyond this point, the only direct help I received was help to use my wits. “Does that sound like any word you ever heard? You have the wrong sound of some letter. Try another, and see if that makes sense. Look at the other words, and see what *ought* to make sense. Think of other words spelled like this, and how they were pronounced. Use your reason and your judgment. *Use your reason and your judgment.*”

These were my father's often repeated words; and in them and in the sturdy common-sense of his method lies, I think, a germ of help for this much-vexed question. To do as he did,

in gaining for our children all possible help from simple rules, while teaching, still, that all rules are not final; to lead them from the first to think and compare and decide; to introduce them at once to that with which they must eventually deal; to use reason always rather than memory; herein lies the secret of the best success. My father's success with his children was rapid and complete. A few months of such instruction found us, every one, devouring, with intense enjoyment, every child's book within reach; and let me say in passing that deaf children, in a new class taught in a somewhat similar fashion the past year, were able at the end of five months to read any ordinarily simple text at sight with sufficient correctness to be perfectly intelligible, though the rules for pronunciation which enabled them to do so had been learned only in course of the development of their articulation, and at that time they had had no "reading lessons" whatever. Take, for example, this, which I heard a little girl of seven pronouncing to herself as she sat in class, one day, from a Bible-roll upon the wall, whose large, bright picture had, I suppose, attracted her attention. I noted, and here italicise, certain words which she mispronounced; the rest were perfectly clear, and neither I nor another teacher who was asked to listen without seeing the text failed to understand what was meant by any word.

Jesus asked\* them where they had buried† Lazarus.‡ Then they brought§ him to the grave. It was a cave and a stone was rolled to the door of it. Jesus said,¶ "Take away the stone." And after the stone was taken away Jesus cried with a loud voice, "Lazarus,‡ come forth." As soon as he had spoken these words¶ Lazarus‡ came out alive, with his hands and his feet bound with grave-clothes, and his face tied around with a napkin.

Said the teacher of this class, afterward, "I have a bright little sister at home, seven years old, who has been in school a year. She can read those pages from her primer, which she has learned to read in school, but she could not begin to take unfamiliar text and read it at sight, like that!" Could not this be said of many and many another bright little child, after its first year of instruction in a primary school?

For the teaching of articulation and of reading, a strong voice has been heard of late in favor of the "syllable" method for

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\* Pronounced askéd. † Pronounced bur-ied. ‡ Pronounced Lazar-us. § Pronounced sounding the g. ¶ Pronounced as if rhyming with laid: ¶ Pronounced as if rhyming with cords.

the one, and the "word" method for the other. It seems to me, however, that in behalf of our question it may be urged :

I. That this fact remains : speech, however taught, is made up of a limited number of sounds, produced by definite positions of the vocal organs. Also words, though each be a unit, are made up of combinations of a limited number of letters, which, in their exact order and number in each instance, the mind must grasp and retain to enable children later to distinguish between words, or reproduce them in writing. If, then, there is any correspondence between the spoken and written representatives of the same idea which will make it possible to learn them, not as two things—separate, arbitrary, and distinct, to be connected only by an especial act of memory in each case—but as one, through some essential likeness, time is saved when time is short and very precious, and reason assists memory where the load upon memory at the least is very great.

II. Whether consciously or not, these positions of the vocal organs must be taken, and with reasonable accuracy, to produce even intelligible speech. The debt our own speech owes to our continual hearing of the same sounds is demonstrated not only by the speed with which speech becomes indistinct or imperfect when hearing is destroyed, but, also, most significantly by the effect of hearing another language for any length of time to the total exclusion of our own. If, therefore, the printed words he sees can be made to *speak* to the deaf child by emphasizing essential things in his pronunciation of them continually to his mind, we have a help for the preservation and distinctness of his speech, which we cannot lightly pass over in considering how reading is to be made of most avail.

III. The aid to lip-reading from an established habit of connecting positions with spellings, instinctively, is also to be considered, and is not less important. But I only pause to urge that—

IV. In point of fact, elementary sounds, even when taught only in combination, are made distinct to the pupil's apprehension, to a considerable extent, by the necessity in correcting articulation of emphasizing the point in fault, and, in teaching it, of bringing out the point to be attained. Such knowledge of them, therefore, as is needful for the intelligent study of their representatives in words may be given at the same time,

with very slight addition to the work, and without dwelling more upon them in direct articulation-drill than would otherwise be thought desirable.

Among those who teach by sound two methods of representation are in common use : the symbols of "Visible Speech" and the diacritical marks of the dictionary. The cause of articulation for the deaf in this country owes much to Visible Speech : both from the study of vocal physiology, to which it has led, and from the fact that it has offered through its students almost the only source of supply for the recent and urgent demand for articulation teachers. I am glad to express here my great personal obligation to it ; and it has been with reluctance that I have gradually come to the belief (after using Visible Speech for six years, with a large number of classes, and with an earnest purpose to gain from it every advantage for the children) that the use of symbols with the classes of our institutions is a hindrance rather than a help at every point.

A hindrance, first, to lip-reading. Not, as has been so often urged against it, because of the time it takes from the lip-reading of words as ordinarily spelled by being taught first, but for the reason, not enough considered and far more vital, that it leads the pupil to look only for unvarying representatives of the positions he sees, and to expect, also, to find words spelled by a number of letters corresponding to their number of sounds, bringing a long period of confusion, later, amid the multitude of spellings among which all his previous ideas must be readjusted. To attain freedom in speech-reading, he must be trained from the first to consider different spellings of the same sound ; he needs to see "silent" letters, and to know that it may be a combination of a number of letters as well as a single letter which represents a given sound.

As to speech, no little undeveloped deaf child ever learned to talk by taking of himself, from his understanding of them, the positions indicated by such symbols. He must be shown how to take them—must be taught, in short, to imitate, as much when they are used as under any other circumstances. They never create speech ; what actually happens is the exact reverse of this ; their correspondence is explained to positions taken through power *thus already acquired* in another way, or to actions which are involuntary. Moreover, only the simplest,

most evident things about such symbols can be explained to a little child at all. At first, and for a long time, they remain, practically, arbitrary signs to him. Better, then, that letters, with which sounds thus learned can be just as easily associated, and which will be in daily use throughout all the years of his growing intelligence, should be taught first. If there is value to him in physiological symbols, let it be secured by teaching them when he has such mental development that they can be understood.

Diacritical marks are open to the same objections as Visible Speech, while they have not the merit of real symbolic value; they are purely arbitrary, they are not consistent, and the effort to construct from them any satisfactory representation of such a table of sounds as is necessary for English speech is indeed a discouraging one. Webster counts eighteen vowel sounds. Ten of these are to be represented by the two marks (˘) and (˘) over five letters. The same mark stands for a different sound in every instance, though they are consistent in indicating in each case the length of the vowel marked. Let us then go on a little. *A* and *e* marked *á*, *é* are to be pronounced respectively as in *air* and *there*; but the same mark over *u* (*ú*) gives the sound heard in *urge*, and over *o* (*ó*) the sound of "broad *a*," says Webster; while broad *a* is marked *ā*, and to give the *û* sound to *er* and *ir* they must be written *ēr* and *īr*, while the two dots which turn *a* (*ä*) to *aw* turn *u* and *o* (*ü*, *ö*) to *oo*. Take a much simpler matter of consonants. Voice added to the sound of *s* gives that of *z*, and to *th* the sound of "hard" *th*. But the addition of voice to *s* is to be indicated by a line below that letter (*s̄*) while the same addition to *th* is shown by a line through it. Not exactly logical or clear, it seems to me, to the mind of a little child whose "reason and judgment" are to be used!

The reason urged in behalf of using these marks in articulation-teaching is, of course, that the pupil will thus be prepared to use a dictionary. But some time must surely elapse before a deaf child, or any other child just in school, will obtain much practical help from a dictionary; meanwhile apart from the teacher and the school-room, he sees marks and symbols nowhere. The proportion, too, of the words which he will ever look up in a dictionary and deliberately fix in his memory to those which will thrust themselves upon his notice at every



turn—upon the printed page, in his home letters, on the very signs that line the streets—is as one to a million ! To give a child who comes to the dictionary as the rest of us do, with sounds ready-made to be marked, a key to the “key” which will enable him to use it easily, is, in my own experience, not a difficult matter. But, for daily use, the mischievous thing about them both is this : that marks and symbols tend directly to lead the mind away from the habit of reasoning and discrimination. Not finding them except as they are written for him, the average pupil waits to *have* them written, and expects to do little or nothing by himself except to commit to memory. With the habit of using them, too, any but the most self-denying of teachers will continually dash them down to mark the pronunciation of new words, rather than take the precious time from other work to make the pupil reason out the application of rules. The difference in value between that which is memorized simply, and that which the mind makes its own by understanding, need hardly be discussed.

And the worst of it is, we do a long work only to undo it ! We spend months in teaching children that certain sounds have certain symbols, or we mark one letter “long” and another “short,” only to find in the end that we must, if children are ever to be able to pronounce a new word for themselves, give them reasons, teach them rules and different spellings, lead them to think, to judge by comparison, and to decide. If, then, this must be done at last, why not at first ? We waste time, always too short ; we confuse our pupils by obliging them to go through one process only to change to another ; we retard progress by necessitating a continual mental translation, if we do anything else.

In venturing to ask, for a few moments, your kindly consideration of a simple plan used the past two years with my own classes, it is not at all because I can claim it to be a sufficient answer to all these hard questions, or even to be a perfected system. The charts referred to below, and given in full in an appendix to this paper, present the results of two years’ practical experiments ; but they have been brought to this form through many changes suggested by the daily experience of the school-room, which, while confirming the principles they seek to embody, has constantly opened new possibilities of application. Other changes in details of representation are doubtless still to be made. I only offer them here as a suggestion of

work in the direction in which, more and more, I seem to see the light.

Considering that written language as it meets our children in daily life comes only in the form of letters and combinations of letters, my effort has been to see how far it might be possible to lay aside all marks and symbols and to deal directly with the problem in the form under which it presents itself. It does, indeed, seem essential to have some standard representative for each English sound. It is from this need, of course, that marks and symbols have arisen.

I. As far, then, as I have been able to discover any unfailing letter or spelling which gives one of these sounds, I have used it as the foundation of work upon each. These stand first in each group upon the Chart. (See Appendix, Vowel Chart.) Where not even one invariable representative has been found for a given sound, one of those most common is meant to stand in this place. But next, and more needful, perhaps, has been the attempt—

II. To make letters *mark themselves* for pronunciation, to the greatest possible extent, by their position in words and their connection with other letters. Take for example the sound of long *a*. The simplest and most nearly invariable rule for its pronunciation is that for monosyllables ending in “silent” *e*. When this vowel sound is taught as an element, therefore, it is first represented to the pupil in this way: —a—e. (See Appendix, Vowel Chart.) Work upon combination at once fills these blanks with consonant letters in endless variety;

{	—a—e
	c k
	—a—e
	pl t
	—a—e
	f c
	—a—e
	n m
	—a—e
	etc.

The quick teaching of the child's sight, which shows him that the relative position and connection of the "—a—e" remain unaltered, whatever the letters may be which fill the other places or however they may be changed, makes its pronunciation a matter of established fact to him very speedily. Again, *a*, in a similar position without the *e*, has always its short sound. Representing this element, then, by the position of the letter which produces it, —a—, the child fills blanks as before :

{	—a—
	c t
	—a—
	m n
	—a—
	th t
	—a—
	etc.,

seeing, more and more clearly, that the unchanging *a* is left always in a position which will, in future, carry its own pronunciation with it to him. So, (See Appendix,) with *i* and *y*. So, (though with more exceptions in the case of the long sound,) with *o*. The child will see these letters in these relative positions all his life, where he will see neither marks nor symbols. He has no small advantage, then, in being independent of such helps. For, to just such an extent as these rules apply, the pronunciation of written language becomes not an act of memory, but of sight. It is true, indeed, that there is scarcely a rule for English spelling that is not "proved by its exceptions," many or few! But, under this method of teaching, the work of memory is reduced to its minimum. A child who *knows* that, in general, the position of certain letters in words tells him their pronunciation, has only to *remember* the exceptions to his rules—a very different and much lighter matter. I cannot speak too strongly upon this point. Would that we had a spelling which made infallible rules possible! But, as it is, how often does the teacher, baffled by exceptions to the simplest rules he can frame, give up the effort altogether, and fail even

to gain for his pupils the benefit of that "half loaf" of the proverb.

Because we cannot say of all words similarly spelled that they are pronounced alike, shall we teach the pronunciation of each separately, with no reference to the rest, leaving thus a mere confusion of likenesses and differences? Or shall we clearly separate from the mass that portion—often very large and never despicable—of which we can say to our pupils, "Words spelled in this way follow a general rule; knowing that, you need only to learn these, among them, which must be remembered as exceptions." In short, shall we anywhere teach fifty separate words where we need teach only a dozen, or a dozen where we need to teach but one? "It is forgotten," says Professor Bonamy Price, in a recent article on Education, "that memory is far severer for the brain than the exercise of intelligence; and thus the thinking power is struck with paralysis."

Of another point I wish to speak here: the fact that this direction of thought at once leads the child to consider "silent letters," so-called, and their real value in words. To return to the example already used: in "—a—e" the *e* ceases to be a superfluity and becomes a component part of the vowel, avoiding a puzzle of lip-reading, which always arises under other methods of teaching. A child sees, we will say, the word "Same" spoken for the first time. We will suppose that sounds are represented to him by unvarying physiological symbols; this word, then, writes itself to his mind thus: *ʊ[ə]*. He also knows the written word "Same" and its meaning, but what is there in the picture that this pronunciation makes to suggest it? Or, he has been taught letters and has learned to represent the long *a* sound by the letter which bears that name. Then his mental transcription of the word is this: "S-a-m;" which not only fails to suggest the correct written word, but gives a spelling which actually stands for quite a different pronunciation. If, however, he has been taught this vowel in the way which has been suggested, his "—a—e" at once makes the framework of the written word he knows; the pronunciation and the spelling coincide and become reasonable to his thought. The real importance of this seemingly simple matter would, I think, be quite apparent if time would permit a full discussion here of the part which a secondary letter plays in the actual

spelling of words which contain our long vowel sounds. We find the long *a* sound represented in monosyllables by “—a—e,” “ai,” “ay,” etc. ; but rarely, if ever, by the letter *a* alone. It is often represented by this letter in polysyllables, but in a great majority of cases is dependent for its value on these same “silent letters” of the root, which must be present to the mind in deciding the pronunciation of the derivative word. A glance at any table of vowel spellings, like that in the key to a dictionary, is enough to open an interesting subject for thought in this direction.

III. Of important letters and spellings having more than one sound, for whose pronunciation no fixed rules can be given, it is taught at once what and how many sounds each has to be remembered and decided between. So, if the pupil cannot be surely told, for example, when *ow* will have one sound and when another, he may at least know that it will have one of two, and that if his first pronunciation is wrong the second must be right. Such spellings are repeated on the chart, each one standing in the groups under every sound it may represent ; they are numbered, also, the better to be connected in memory. (See Appendix for *ow*, *ea*, *oo*, *u*.)

IV. The most common spellings of each sound are grouped so that they may stand clearly together before the eye, and be inseparably connected with the thought of that position when seen in speech, to assist the mind in its discriminating process.

V. The attempt has been to represent on such a chart just those rules for pronunciation which the elementary language of classes always obliges them to learn as early as possible ; the most nearly invariable and the most frequent in application. And then—

VI. To connect these so intimately with the very sight of letters and act of speech that they shall not need to be remembered, but can be made the base of a continual addition in the shape of short lists of exceptions or of rules that apply only to small classes of words and the words to which they apply, which must be largely matters of memory.

This basis may well seem a slight affair for so complicated a structure as English spelling to build upon. But, though some of the commonest words and those first taught are found as exceptions to the rules here indicated, of their general applica-

bility let me give an instance. With the new class of children at the Clarke institution, the past year, the first part of the well-known "Jacob's Reader" was used a short time daily, during the last few months of the year, for the sake of its picture-teaching and simple language. Counting the different words in it, one day, I noted as follows :

Whole number.....	677
Number coming directly under rules on Chart.....	510
Number coming under first additional rules taught.....	35
Number which conform to Chart by—	
1. Crossing out a superfluous letter ( <i>e. g., call</i> ).....	} 68
2. Showing double force of a letter ( <i>e. g., deer</i> ).....	
Number which contradict Chart ( <i>e. g., shoe</i> ).....	64

Out of 677 different words, then, 545 should be pronounced at sight by the child familiar with his first year's work, the utmost help needed being a number pencilled over a letter here and there. Of the remaining 132 many were, in point of fact, pronounced rightly by the children who used the book, through that instinct of selection curious to watch in them as in hearing children, which seems to come with growing familiarity with print.

If, on the other hand, such charts seem too cumbersome to present to young pupils, the results of work with this same little class may help to prove that practically they are not so. The time from September 23 to Christmas was given up to such drill on elementary sounds, combinations, and control of breath and voice as seemed to us essential to secure good speech. All this work was done from the lips; but while the teacher did not write the children did! With each new sound was taught as its equivalent the key-spelling on the charts. Then, if a child spent a minute working over a sound—*s*, for example—he wrote that letter on his slate afterward, no matter how many times a day. If it was a combination which he repeated from his teacher's lips, he wrote that. As first spellings grew familiar more were added, building his charts up slowly and by degrees. A daily time for penmanship—needful, with other exercises, for rest and change of work—helped in the correct formation of the letters thus learned. All was done gradually, with no separate time for this teaching, and no appreciable effort on the child's part: done chiefly in moments when he would otherwise have been unoccupied or waiting for his turn to recite. But when

language work began in earnest, there was no need in teaching the meaning of such words as *foot, feet, toe, leg, arm, hand, cheek, nose, mouth, tooth, teeth, book, cat, boy, man*, etc., to teach the written form. We gave the spoken word; that, if I may be allowed the expression, *wrote itself* to the child's mind, and he knew what the spelling should be without being told. Of course, the first words taught this class were chosen with some care that they might fall under rules; but the ease and rapidity with which the children learned, later, the many words which did not in all respects conform to their charts showed how lightly memory was taxed in other directions and confirmed our belief in the right principle of the work, while it greatly exceeded our expectations. More language, more independent use of language, more talking, better speech and lip-reading than I ever knew in a class of the same grade before, was the result of the year's work; with the ability to read at sight of which I have spoken, and to write from the lips with a degree of correctness which was very encouraging.

The rules these children learned in a year, almost without effort, were the same which I have sometimes failed, in all the five years of their primary course, to instil into classes so thoroughly that the children need not stop to *remember* to apply them. The class of a year before made the same quick response of intelligence to that which strove to simplify their early work, and to adapt itself to their reason. The reason of a very little child is a great power!

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#### APPENDIX.

NOTE.—Dashes show the position of a given letter or letters in words; as,

y—— = y *initial*,  
 ——y = y *final*,  
 etc.

Prepared for young classes, these charts are based upon monosyllables to a considerable extent. Rules for accent—which in polysyllables change, in some instances, the pronunciations here indicated—are to be taught later; while for little ones who cannot understand, at once, much about syllables, the length of a dash may be used to show a “long” or “very short” word

to the eye, as the final *y* in a two-syllabled word like *money* (—*y*,) and the final *y* of different pronunciation in a tiny monosyllable like *my* (—*y*). (See Chart.)

It is also to be noted that, final *r* not being a full consonant, but a glide, the rules for vowels with consonants in general do not apply to that letter when final. Always influencing the sound of the vowel preceding it, it is considered separately in each case in that relation, as will be seen below. (See *er*, *ir*, *ur*, etc.)

Final *b*, *d*, *g* are taught ending with a little breath-sound to relieve the tension. This is indicated by the —*b*, etc., of the Consonant Chart. (bp)

## VOWEL CHART.

$\left\{ \begin{array}{l} ee \\ -e \\ -e-e \\ ea^1 \end{array} \right.$	$\left\{ \begin{array}{l} er \\ ir \\ yr \\ ur \\ -ar \\ -or \\ -re \end{array} \right.$	$\left\{ \begin{array}{l} oo^1 \\ u^1 \\ -w \\ oo^2 \\ w- \\ u^4 \end{array} \right.$
$\left\{ \begin{array}{l} -i- \\ -y- \\ y- \end{array} \right.$	$\left\{ \begin{array}{l} -ar \\ -or \\ -re \end{array} \right.$	$\left\{ \begin{array}{l} -o-e \\ oa \\ -o \\ ow^3 \end{array} \right.$
$\left\{ \begin{array}{l} -a-e \\ ai \\ ay \end{array} \right.$	$\left\{ \begin{array}{l} ar \\ -u^2- \\ -a \end{array} \right.$	$\left\{ \begin{array}{l} or \\ au \\ aw \end{array} \right.$
$\left\{ \begin{array}{l} -e- \\ -y \\ ea^3 \end{array} \right.$		$\left\{ \begin{array}{l} -o- \end{array} \right.$
—a—		

.....



{ you	{ —i—e	{ ou	{ oi
{ u'	{ —y—e	{ ow'	{ oy
	{ igh		
	{ —y		

*Key to Vowel Chart.*

{ see		{ boot
{ me		{ rude
{ these	{ her	{ screw
{ meat	{ sir	
	{ martyr	{ book
{ sit	{ fur	{ put
{ hymn	{ dollar	{ want
{ yard	{ doctor	
	{ fire	{ home
{ came		{ coat
{ tail	{ cart	{ potato
{ day		{ throw
{ ten		{ corn
{ sorry	{ cup	{ because
{ head	{ sofa	{ saw
cat		not

. . . . .

{ youth	{ mine	{ out	{ oil
{ use	{ scythe	{ cow	{ boy
	{ right		
	{ my		

## CONSONANT CHART.

p	{ f	sh
t	{ ph	
{ k	v	r—
{ ck	th	l
{ c	th'	wh
{ b—	{ s	{ ch
{ —b	{ c (ce)	{ tch
{ (bp)	{ c (ci)	{ j
{ d—	{ c (cy)	{ g
{ —d		{ —ge
{ (dt)		{ (dch)
{ g—	{ z	
{ —g	{ s'	h
{ (gk)		x
m		qu
n		
ng		

ALICE E. WORCESTER,

*Special Teacher of Articulation, Clarke Institution.*

NORTHAMPTON, MASS.



1. With the compliments of L. J. L.  
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NINETEENTH

ANNUAL REPORT

OF THE

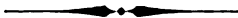
Clarke Institution for Deaf-Mutes

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending August 31, 1886.



NORTHAMPTON, MASS. :  
STEAM PRESS OF GAZETTE PRINTING CO.  
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1886.

(Chap. 300.)

AN ACT RELATING TO DEAF-MUTES.

*Be it Enacted, &c., as follows:*

SECTION 1. No beneficiary of this Commonwealth, in an institution or school for the education of Deaf-Mutes shall be withdrawn therefrom except with the consent of the proper authorities of such institution or school, or of the Governor of this Commonwealth.

SECTION 2. This Act shall take effect upon its passage. [*Approved May 17, 1871.*]

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*From its Organisation to the Present Time,*

JULY 15, 1867—OCTOBER 13, 1886.

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WILLIAM ALLEN,	1867		HORATIO G. KNIGHT,	1867	
LEWIS J. DUDLEY,	1867		*JOSEPH A. POND,	1867	1867
JULIUS H. SEELYE,	1867		WILLIAM CLAFLIN,	1867	1873
GEORGE WALKER,	1867	1876	*JAMES B. CONGDON,	1867	1879
GARDINER G. HUBBARD,	1867		*THOMAS TALBOT,	1867	1885

## CORPORATORS BY ELECTION.

	<i>Elected.</i>	<i>Retired.</i>		<i>Elected.</i>	<i>Ret'd.</i>
JOSEPH H. CONVERSE,	1868	1870	EDWARD HITCHCOCK,	1877	
*JONATHAN H. BUTLER,	1868	1868	JOHN D. LONG,	1880	1883
F. B. SANBORN,	1868		WM. P. STRICKLAND,	1883	
J. HUNTINGTON LYMAN,	1870	1877	FRANKLIN CARTER,	1884	
*SAMUEL A. FISK,	1873	1884	EDWARD B. NIMS,	1885	
HENRY WATSON,	1875		FRANCIS H. DEWEY,	1886	
*CHARLES DELANO,	1877	1883			

## TREASURERS.

	<i>Elected.</i>	<i>Retired.</i>		<i>Elected.</i>	<i>Ret'd.</i>
OSMYN BAKER,	1867	1869	LAFAYETTE MALTBY,	1869	

## PRINCIPALS.

HARRIET B. ROGERS,	1867	1886	CAROLINE A. YALE,	1886
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## ASSOCIATE PRINCIPALS.

CAROLINE A. YALE,	1873	†	ALICE E. WORCESTER,	1886
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## STEWARDS.

HENRY J. BARDWELL,	1870	1883	FREEMAN C. CARVER,	1886
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\*Deceased.

†Made Principal in 1886.

# OFFICERS AND INSTRUCTORS.

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## **PRINCIPAL.**

\*HARRIET B. ROGERS.

## **INSTRUCTORS.**

CAROLINE A. YALE, *Associate Principal.*

ALICE E. WORCESTER, *Special Teacher of Articulation.*

CLARA W. LATHROP, *Teacher of Drawing.*

RUTH WITTER.

A. JOSEPHINE VINTON.

MARY KATHAN.

ELLA SCOTT.

FANNIE W. GAWITH.

CAROLINE B. SERGEANT.

MARY E. STOWELL.

ANNIE L. FISH.

RACHEL C. FISH.

MARION SMITH.

REBECCA E. SPARROW.

## **STEWARD.**

FREEMAN C. CARVER.

## **MATRON.**

HARRIET O. YALE.

## **ASSISTANT MATRONS.**

MARY SMITH.

SARAH H. SMITH.

## **ATTENDANTS.**

SARAH HASKINS.

ANNIE F. NYE.

FLORA B. COWLES.

MABEL SPARROW.

EMMA J. PRESCOTT.

## **MASTER OF CABINET SHOP.**

N. B. LUCIA.

## **FARMER AND ENGINEER.**

REUBEN ROBINSON.



## Report of the Corporation.

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*To the Massachusetts Board of Education :*

GENTLEMEN : Quiet progress makes Annual Reports monotonous. The experience of the Clarke Institution for the year ending August 31st, 1886, was characterized by nothing of exceptional interest till just at its close. It began the year with 91 pupils and ended with 90—Boys 45, Girls 46 ; in the Primary Department 56 ; in the Grammar Department 35 ; boarding pupils 87 ; day pupils 4. Of the whole number, 72 were from Massachusetts, 5 from Vermont, 4 from Ohio, 2 each from New Hampshire and New York, and one each from Connecticut, Illinois, Missouri, Iowa, Utah, and Canada.

The progress of the pupils in mental culture, articulation, and lip-reading, has been as encouraging as heretofore. Nineteen of the older boys have been instructed in carpentry, cabinet work, and the seating of cane-bottomed chairs. A small dwelling house on our premises was first covered with sheathing paper and then with clapboards wholly by these pupils. Specimens of their handiwork in the form of book-cases, bureaus, picture-frames, screens, and easels, recently exhibited, elicited much commendation. The older girls have assisted in light house work and been instructed in sewing.

Three weeks after school opened, a case of scarlet fever occurred, probably from exposure in the cars. This was followed at intervals by nine other cases, only one of them malignant, and none of them fatal. By prompt and careful isolation of the sick as well as other preventive measures, some fifty pupils and teachers susceptible of the disease, were saved from its attack. Otherwise, good health has been nearly universal. At the end of the school year, five pupils were regularly graduated

with diplomas, and two were honorably discharged with certificates, their ten years schooling allowed by the State, having expired.

Of the graduates, one has been admitted to the Lawrence Academy at Groton in Massachusetts, and another to the St. Johnsbury Academy in Vermont.

The School Expenses proper have been for the year, \$26,656,-39. The number of pupils enrolled for the current year (1886-7) is 97 of whom there are present 95 ; 46 boys and 49 girls—in the Primary Department 57 and in the Grammar Department 38. Our finances continue in a very satisfactory condition. The present market value of our investments collectively, exceed their original cost more than at any previous time. The income from the fund during the year, has been \$16,595.65 ; less by \$329.77 than during the preceding year. As securities paying former high rates of interest, gradually expire, they must needs be replaced by others paying lower rates, and a corresponding gradual lessening of the income from the fund, is to be expected in the future. Since the extinction of our debt, the charges per year for paying pupils have been reduced from \$300 to \$250 ; for State pupils from \$200 to \$175 ; for tuition simply from \$66 to \$50.

In view of the reduction of charges and prospective reduction of income, it can hardly be expected that this Institution should pay the contingent expenses of very indigent pupils for clothing, medical attendance, etc., in the future as it has done in the past.

This Institution has to lament the loss of its Principal, Miss Harriet B. Rogers, under whose able management for seventeen years, it has grown from a small beginning to its present prominence and prosperity. Subject to a bronchial infirmity at times, years before her connection with this School, in the Summer of 1884 this infirmity assumed such a serious aspect that she was professionally advised to rest from labor and spend a year in Colorado. At the end of the year, it was still thought unsafe for her to resume work in our climate and her absence was continued another year. The result was not encouraging, and she was then advised by several physicians that, while prolonged life and usefulness even were possible to her in Colorado, she could not long endure the climate of New England, and she tendered her resignation. Much as this Board regretted it, acceptance of

the resignation seemed unavoidable. Of the continued salary which was voted to her first for one year and then for a second year, she availed herself only in part. This Board cannot forbear to express in this connection, their unfeigned regret at her constrained resignation, as well as their high and grateful appreciation of her long services, and of her unselfish devotion to the best interests of the Clarke Institution. Apart from the beneficence of its founder, they feel that to her wise administration mainly are due its present reputation and usefulness. But this Board is fortunate in having in the Associate Principal, Miss Caroline A. Yale, a person worthy to be Miss Rogers' successor. Her long experience in the School, her demonstrated ability, and her successful management as Acting Principal the past two years, are a guaranty that the Institution will receive no detriment at her hands.

PHRASEOLOGY WHICH ORIGINATED IN A LOW  
ESTIMATE OF THE DEAF, AND WHICH TENDS TO  
PERPETUATE THIS LOW ESTIMATE IN THE  
PUBLIC MIND.

While so much time, labor, and money are spent, and while so many busy brains are unselfishly at work to perfect the intellectual and moral culture of the deaf, nothing would seem to be wanting to their prospective elevation in the social scale, to their increased self-respect and self-reliance, and to the multiplication of their avenues to self-support, but the abolition of all laws which discriminate against them, and the discontinuance of all phraseology respecting them which implies brutishness, or incapacity, or the reception of charity.

Of the epithet which associates them explicitly with "the dumb brutes," we have discoursed at length in a former Report and need not here enlarge. Suffice it to say that this epithet was first applied at a time when mankind knew hardly more of the real nature and capacity of the speechless than the speechless knew of the nature and capacity of their speaking congeners. The low estimate of the deaf implied in and largely perpetuated in the public mind by this appellation, crops out in the reluctance

of most business men to give them employment ; in the surprise often evinced by casual school visitors at their demonstrated intellectual capacity ; in the senseless questions respecting them sometimes propounded by persons otherwise intelligent ; in the cry of "dummies" and other indignities perpetrated upon deaf pupils by hearing children ; and in the laws of a few of the older States of the Union, our own included, which discriminate invidiously between the hearing and the deaf and which make the education of the latter practically a matter of State charity rather than of State obligation or State policy. It is gratifying to be able to report that the human application of this brutish epithet, has lately been discarded in the highest and most influential quarter. At the recent quadrennial convention in California of the organization heretofore known as the "Association of American Instructors of the Deaf and Dumb" whose organ, a quarterly magazine, has heretofore been entitled "American Annals of the Deaf and Dumb," the largest convention of the kind ever held in this country, comprising representatives from thirty-five States and forty-one Institutions, it was resolved that hereafter the words, "and dumb," shall form no part of the title either of the Association or of the Annals.

Again : while we mean no disrespect to any Institution nor to the officials thereof, we cannot help thinking that the designation of what is simply a school for the deaf as an Asylum, is fraught with evil. We see no more propriety in it than in thus designating every boarding school for hearing pupils. As long as we have asylums for the insane ; asylums for the feeble minded ; asylums for inebriates ; and asylums for other victims of vicious indulgence, calling a school by this name seems to be putting its pupils into very poor company. The natural impression of mankind at large is that any Institution thus named, must be something other than a boarding school, and that its inmates occupy a lower and more humiliating position than that of simply school pupils. Indeed, Asylum would seem to be an incongruous name for any institution which has an annual vacation of twelve weeks, and which furnishes neither shelter, custody, nor care to its young wards during that portion of every year in which they are most exposed to disease and danger.

Again : the Schools at Boston, Northampton, and Hartford to which the deaf children of Massachusetts are sent, are often

denominated, "Institutions aided by the State." This phraseology is more suggestive of what is eleemosynary than of what is educational. But the *fact* is the State is aided by the Institutions, whether the education of the deaf be regarded as a matter of State obligation or only as a matter of State charity. All the funds, land, buildings, furniture, fixtures, and appliances of whatever kind at each of these Schools, have been provided without any expense to this Commonwealth, and the *annual* charge for State pupils at each, is much less than the actual cost.

Within the past five years, the city of Boston has expended in current outlays upon the Horace Mann School designed exclusively for Massachusetts pupils, \$15,035.50 more than it has received from the State, an average of more than \$3,000 per year.

During the past six years, to go no farther back, the average annual cost of each pupil to the Hartford Institution has been \$235.66, while its charge to the Commonwealth has been but \$175, a difference in the case of each pupil of \$60.66. The number of Massachusetts pupils therein has averaged 66 per year, making an annual saving to the State of \$4003.56; and an aggregate saving in six years of \$24,021.36. The average annual outlay upon each pupil at the Clarke Institution, has always been greater than at Hartford, partly because the whole number of its pupils from all quarters, has averaged less than half as great, and, other things being equal, the smaller the number the higher the individual cost; partly by reason of maintaining separate establishments, with the same provisions and appliances of all kinds in each, for the young children of the Primary Department; and for the older pupils of the Grammar Department; and partly because of a greater number of teachers in proportion to the number of pupils, the better to meet the individual wants of the latter, the proper classification of nearly 100 pupils requiring about as many classes and teachers as 200 would do. The average annual cost of each pupil to the Clarke Institution has never been less than \$300, while its charge to the Commonwealth has been but \$200, and is now but \$175. The average number of Massachusetts pupils here during the past six years, has been 71½, making an annual saving to the State of \$7,166, and an aggregate saving during this period of \$42,996.

The foregoing statistics have been derived from the best



authority at each School ; and from them it appears that the State has been aided by these Institutions during the past six years to the amount of \$82,052.86. In addition to this, the Clarke Institution sometimes retains meritorious pupils wholly at its own expense, after the ten years allowed by the State, have expired.

Once more : State pupils in these Schools are often called "beneficiaries." This seems to imply that what the Commonwealth pays for their education, is a charitable gratuity. Yet tens of thousands of our common and high school pupils receive their schooling without any cost to their parents even for books, or at no greater cost than a poll tax. Their education is paid for out of a municipal treasury, while that of the deaf is partly paid for out of the State treasury. The money in both cases comes from the pockets of tax-payers, and it is not easy to see how the one class are any more "beneficiaries," any more the recipients of charity than the other. The object in both cases is or should be the same—the making of good citizens with an eye to the well-being of the State. Within four years the Commonwealth has paid \$40,000 to maintain eighty free scholarships in the Agricultural College, and is now paying in perpetuity \$10,000 a year for the same purpose. In 1869 a grant of \$50,000 was made to the Worcester County Free Institute of Industrial Science, with a proviso that twenty pupils should be annually instructed free of charge for tuition. Thus at these two Institutions, gratuitous instruction of a scientific character through a whole course of study, is given at the State's expense to one hundred students ; but none of them are called "beneficiaries." Within so recent a date as 1860 inclusive, to go no farther back, grants have been made exclusive of appropriations from the Agricultural College Fund and from Technical Educational Funds, to four Colleges and to five other high educational Institutions, to the amount of \$1,081,781. Education has thereby been broadened and cheapened to all their students rich and poor alike, yet no one thinks of calling these recipients of State benefactions, "beneficiaries." Strange that children who receive but an humble elementary education, provision for the whole of which is limited by law to ten years, should be so designated, while youth who are helped to the highest literary and scientific culture, are not thus humiliated ! The foregoing

statistics are derived from records in the office of the Auditor of this Commonwealth.

If it be thought that partial payment for board, makes a difference in the case of the deaf, it should be remembered that such payment is made, not in the interest nor at the desire of parents, but often involves on their part a great sacrifice of parental feeling. To the average parent, the saving of board by parting company with an unfortunate child and consigning its well-being to strangers at a distance, is a hardship and not a welcome relief. Board is only partly paid for and that at only two of the three Schools, and that solely as a matter of State economy. Outside of large cities where day-schools are possible, it costs less to educate the deaf gathered in endowed boarding Institutions than to bring schooling to their own doors, as is done for hearing children.

Somewhat more than one-third of the deaf pupils of Massachusetts are sent to the Horace Mann day-school, and the State pays simply \$100 a year for the tuition of each. In their relations to the State, these pupils are exactly on a par with the recipients of free State scholarships in higher Institutions, except that their instruction is much less expensive. At the Northampton and Hartford Schools, the cost of tuition is not less than \$100 per scholar each year, while the *entire* charge to the Commonwealth is but \$175, leaving but \$75 to be set down to the account of board. The balance of the cost is paid from their endowments. On this basis of \$75 each for seventy-two pupils in the Clarke School, and sixty-six in the Hartford School, the State pays annually for the board of deaf pupils, \$10,350, a sum not as great, probably, as the average annual expenditure for the erection, or repair, or furnishing of boarding houses at the Normal Schools to cheapen board to all the pupils, added to the \$4,000 per year appropriated to aid indigent persons therein. This present year, \$20,000 have been appropriated to erect and furnish a new boarding house at one of these Schools. True, it is expected that the pupils will serve the State as teachers; but it is also expected that they will be paid for this service, and that at a higher rate than they would otherwise receive. Helping Normal School pupils to their board, is helping them to a professional education: helping deaf pupils to their board, is helping them to an elementary and industrial education. Wherein the

latter class are any more "beneficiaries" than the former, is not apparent.

*We must not be understood as opposing or criticising any expenditure of the Commonwealth to secure the best possible education of all her citizens. We are simply insisting that one class of citizens are disparaged and wronged, and do not receive proper recognition and treatment.*

### UNJUST TAXATION AND DISCRIMINATION.

Of the injustice of taxing the parents of the deaf and the blind to educate every body's children but their own, while compelling them *either* to bear their burdens unaided, *or* to leave their children uneducated, *or* to make a prescribed avowal of poverty to be verified by official signatures as a condition of educational help, we treated at some length in our last Annual Report. But reiteration seems to be necessary to secure public attention to this matter. The people of this Commonwealth are behind no others in their love of justice and readiness to redress injustice when it is made apparent to them. The trouble is that our existing laws, practices, and phraseology respecting the deaf, originated at a time less enlightened than the present, and have come down to us by transmitted usage without inquiry or widespread comment. The champions of general education have been engrossed in pushing to the utmost, improvements in our public schools and higher Institutions for the hearing, while politicians have found nothing in this connection which had a bearing upon party success. If some formerly slaveholding State were now to tax the negroes to educate all white children, while subjecting the negroes to the same educational regime to which the parents of the deaf and the blind are here subject, no one in Massachusetts would long be left in ignorance of the fact, and public indignation would wax hot at such palpable injustice.

Beyond a doubt, if a definite *knowledge* of existing law and usage with respect to the deaf and the blind in this Commonwealth, were brought home to all its citizens, a majority would be as much amazed as are citizens of States in which better law and usage prevail, when they learn the same facts. Says a Western paper which is sent gratuitously to our Institution every

week, "we are surprised to learn that Massachusetts is so far behind her sister States in this regard. Foremost in providing for the education of her hearing children, she is strangely illiberal or negligent in thus hampering her defective classes. Ohio removed this obnoxious feature in her legislation thirty years ago."

Within the last few months, circulars of inquiry on this subject have been sent to every State in the Union, and responses have been received from thirty-seven States. In twenty-five of the thirty-seven, schooling for the deaf and the blind is as free as for the hearing. All property is taxed for the education of all, and the proceeds are applied without any discrimination between children of four senses and children of five senses.

In the twenty-five is included all that belt of States lying North of Tennessee between Pennsylvania and old Virginia on the East and the Pacific Ocean on the West, except Nevada. In the same twenty-five are included all the formerly slaveholding States except old Virginia, South Carolina, Florida, though even in the latter, *tuition* is free to all alike, and possibly Delaware from which no report has been received.

It is to be hoped that Massachusetts with all her prestige in educational matters, after spending millions to establish and maintain the best of Institutions from the Primary School to the University for the education of the hearing, will not much longer figure in that minority of States which still discriminate against children of four senses. In the Acts and Resolves of our Legislature the present year, is to be found an appropriation expressed *ipsisimis verbis* as follows, the italics being ours.— "for the *support* of Massachusetts *beneficiaries* in *Asylums* for the Deaf and Dumb, and in other Institutions of the *same character*." This was intended to provide for the schooling of deaf children, but it would seem to provide equally well for the support in alms-houses of deaf and speechless paupers of any age. Must the deaf children and youth of this Commonwealth, who have the same sensibilities as other children and youth, and many of whom practice articulate speaking intelligibly, *always* find in our Legislative year-book, their schooling called a "support;" their schools, "asylums;" and themselves, "dumb" "beneficiaries"?

Attention is invited to the Report of the Principal, and to the Financial Statement hereto appended.

Thanks are due to Drs. Knowlton, Cooper and Davenport for professional services; to the Connecticut River, Boston and Albany and New Haven and Northampton railroads, for carrying members of the Institution at reduced fares; also to the publishers of the "Hampshire Gazette," "Daily Paper for Our Little People," "Our Little World," "Pacific Monthly," "The Deaf-Mute Journal," "Kentucky Deaf-Mute," "The Daily News," "The Goodson Gazette," "The Nebraska Mute Journal," "Our Record," "Our Dumb Animals," "Kansas Star," "The Tablet," "The Deaf-Mute Mirror," "Mute's Companion," "Deaf-Mute Record," "Vis-a-Vis," "Wisconsin Deaf-Mute Times," "Deaf-Mute Hawk-Eye," "Maryland Deaf-Mute Bulletin," "Deaf-Mute Optic," and "The Deaf-Mute Voice," for the gratuitous contribution of their papers to our Institution the past year. We are also indebted to the father of a pupil for the gift of \$20 at Christmas and to other friends for \$20 more, as well as to several of our teachers for presents of books.

For the Corporation,

LEWIS J. DUDLEY, *President.*

NORTHAMPTON, Oct. 13, 1886.

## RESOLUTIONS RESPECTING THE RESIGNATION OF MISS ROGERS.

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The following Resolutions express the feelings of the Corporators of the Clarke Institution at parting with Miss Rogers, more formally than was done in the preceding Report:—

**WHEREAS**, the Principal of the Clarke Institution, Miss Harriet B. Rogers, under whose able administration for seventeen years, it has grown from a small beginning to its present prominence and usefulness, is compelled by physical infirmity to resign her position:—

*Resolved*, That we accept her resignation only from necessity and with unfeigned regret, and that we assure her of our high and grateful appreciation of her long and faithful service, and her unselfish devotion to the best interests of the Clarke Institution.

*Resolved*, That we tender to her our heartfelt sympathy in this trying arrest of her labors, and her isolation from a loved home and friends; but that we congratulate her upon leaving behind in the reputation and usefulness of the Clarke Institution, a lasting memorial of herself and her work.

*Resolved*, That the foregoing resolutions be put on record, and that a copy be sent to Miss Rogers, to the Northampton newspapers and to the Springfield Republican for publication.

EDWARD B. NIMS, *Clerk*.

NORTHAMPTON, Oct. 16, 1886.

The acceptance of Miss Rogers' resignation was followed by the election of Miss Caroline A. Yale as Principal, and Miss Alice E. Worcester as Associate Principal, by an unanimous vote.

## LETTER FROM MISS ROGERS.

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*To the Corporators of the Clarke Institution :*

GENTLEMEN : Forced to relinquish the work so dear to me, I cannot leave it without acknowledging my obligations to those with whom I have been associated in it.

To you, gentlemen, I am deeply indebted for the kind consideration and interest you have always manifested, and the hearty support you have given, together with the great freedom you have allowed me in the work under your care.

To my fellow-laborers in the Institution, in the domestic as well as in the intellectual department, my obligations are very great. Efficient in their several positions, wise in their counsels, ready to work in harmony and for the good of the Institution, they have contributed largely to its success.

In looking over the twenty years of active labor for the Deaf which a kind Providence has allowed me, I recall the aid I received in the time of my earliest efforts and greatest discouragements. To friends who stood ready then with encouraging words and helping hands I owe much. But for them I might not have continued the work. Step by step a Higher Hand led me on and gave me helpers in the work, until now some of these stand ready to carry it on here to greater success.

It is very gratifying to note the progress that articulation teaching has made since 1864, when I began work with a single pupil. At that time there was not a school in the United States, so far as I know, where articulation was taught to the Deaf, while to-day there is scarcely a school to be found in the whole country in which it is not used, at least, for a limited number of the pupils. During these years this system has strengthened in its German home and has spread widely through the countries of Europe. No one can predict how general the teaching of articulation to the Deaf may become, but for every step in advance that it makes I thank God and rejoice. It can never die. Although removed from active participation in this work, my interest in it and in the welfare of this Institution will not lessen as the years go by.

Very sincerely yours,

HARRIET B. ROGERS.

NORTHAMPTON, November 1, 1886.

## Report of the Principal.

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*To the Corporators of the Clarke Institution:—*

GENTLEMEN :—In submitting the report for the year ending August 31, 1886, we are deeply pained to record the continued absence of our Principal, Miss Rogers. With the close of the year, her official connection with the Institution ceases. It seems fitting, were it possible, that there should be at this time some adequate recognition of her value not only to this Institution but also to the cause of deaf-mute education throughout the country. From the opening of the Institution until failing health forced her to resign her work this has been pre-eminently “Miss Rogers’ School” and abroad is usually so designated. To no other single person does the cause of oral teaching for the deaf of America owe so much. Steadfastly refusing to engage in controversy, she has left it to results to prove the value of her methods. To those who, through years, have been associated with her in the intimate relations of family and school life, her loss is irreparable. Her philanthropy has been world-wide in its outreach and her interest in every educational development unbounded. To her own work, her life has been given up with a devotion absolutely self-forgetting. This work, which she has done so faithfully and successfully, she is now forced to relinquish. Those of us who are left to go on without her may well pray to be found as zealous and faithful as she has been. We trust that for many years, yet, we may be able to avail ourselves of her wise counsel and sound judgment. Wherever she goes, the benediction of many hearts will follow her. Her name will never cease to be a treasured household word in the school and family where for so many years she has been indeed, as in name, “The Principal.”



The whole number of pupils on the school roll during the year has been ninety-one. Of these, fifteen were new pupils who entered in September last. Of the whole number, twenty-four were semi-mute or semi-deaf. The Grammar School contained five classes and the Primary School six. These classes contained from five to twelve pupils each, the average number being eight and three-elevenths. The higher classes were the smaller, as in schools generally; for, among the pupils received into every institution, there are some who have not mental ability to go beyond the primary grades, and others who are removed by their parents, often against their own wishes, so soon as they are old enough to earn wages. The law forbidding this should be more strictly enforced. If parents do not consider the best interests of their children, the State should interfere in their behalf.

Among the new pupils admitted at the opening of the year, were two boys supposed to be mute, not from deafness, but from aphasia. One was soon discharged as simply weak minded; the other we retained, but nearly one-fourth of the year was lost for instruction on account of a serious illness. He had previously been in one of the best schools for feeble-minded children in the country, without benefit; and it was at the urgent request of its superintendent that we agreed to try the experiment of teaching the child here. An intense nervous condition, at times amounting almost to mania, made work necessarily very slow. But at the end of the year he could write a hundred words, both from dictation and from objects, and could speak plainly about half of these, in addition to other words which he could not write. His case was a very interesting one, but required an amount of individual instruction which could not be continued here; and, before the opening of the present year, arrangements were made for him to enter a small family school for undeveloped children. The methods employed by us are, however, still to be followed in his instruction.

The general plan of work for the school has been similar to that of last year. If any unusual gain in particular directions has been made, it has been in the farther systematizing of early instruction in language; in ability on the part of pupils to correct their own errors in composition; and in the increased interest in reading shown by pupils in every grade. This last gain has been due in part to the greater number of books kept in the play-rooms. As the children of our Primary family are in

three sections and those of the Grammar School in two, each occupying a play-room of its own, the number of books kept in any one is as yet small; but it has proved sufficient to be of great good. In addition to the books thus placed in the hands of the children, we have provided the play-rooms with copies of *The Youth's Companion*; *St. Nicholas*; *Wide Awake*; *Harper's Weekly*; *Harper's Young People*; *Baby Land* and *Our Little Ones*; with daily newspapers for the older pupils. We have also a variety of Sunday School papers. Occupation and amusement are the needs of all children, and pre-eminently so of children who from any cause are undeveloped mentally. Older pupils can be provided with reading matter from among ordinary books; but every teacher of the deaf mourns the lack of simple illustrated books adapted to the needs of young pupils. We are grateful for the help in this direction which comes to us through some of the little papers published at other institutions. For school use, the series of readers now being published by the American Asylum are as attractive as they are valuable.

At the close of the year a class of five graduated from our Common Course of study: Annette Pearl, Florence Richardson, R. Barclay Adams, Charles Poor and George Zimmer. They had been members of the school from seven to twelve years. Of these five graduates two, this fall, enter academies at their own homes and one returns to us for further study. Just here we wish to mention the case of a young man who graduated from our school four years ago. He was a semi-mute, but had such imperfect vision as to make lip-reading of little general use. At our urgent request, he was granted entrance to the Grammar School at his home, after some hesitation on the part of school authorities. After remaining there a year, he entered the Worcester Institute of Technology. This summer, at the end of three years, he graduated with high rank in a class of thirty, receiving the degree of Bachelor of Science; and was one of six receiving prizes of seventy-five dollars each for excellence in studies and deportment. President Fuller in his address to the graduating class said:—

“Rest not till you have thorough understanding of all subjects you undertake to investigate. Be not discouraged; do not relax your efforts till you have touched bottom. You have been trained to work on this principle. You have among you some good illustrations of its adoption. One is so con-

spicuous and so remarkable, so rare withal, that I cannot forbear, for the sake of others than yourselves, to allude to it. One of your number has, during the whole of his course, labored under great physical disadvantages. Without hearing and with poor eyesight but with an inquisitiveness which nothing but the whole truth would satisfy, and with a determination that has surmounted almost every obstacle, he, whom some of his instructors at the outset predicted could do nothing with our course of study, has proved himself equal to the best of you ; graduates fourth in rank on the whole work, and second on that of the last half year. You cannot grudge him his honors when his three and a half senses have been matched against the five of the rest of you. He has been at times cast down, at times for a little at his wits' end—just as you all hereafter will not seldom be ; but the dauntless will and the persistent effort have carried him through and given him the mastery of most subjects which few attain. Truth may be elusive, but she cannot escape such a spirit. If it be yours, increase of wisdom will be the assured reward. But next to his indomitable courage I have noted with admiration your uniform kindness and helpfulness to him. So from this, your daily life, comes the other phase of my thought. Be not only searchers for truth but also sharers of truth with your fellows."

We cannot doubt that, especially for semi-mutes, it would not unfrequently be possible that a later course of study should be pursued in ordinary schools, with hearing companions. A member of our first graduating class went through the course at Williston Seminary and afterward that at Stephen's Institute, with honor. Several others have been in private schools and academies, and others in the higher grades of the public schools. We wrote the mother of a young lady whose education was begun here but carried on by the mother in her home, asking for a brief statement of her daughter's experience in a boarding school. We knew that on entering school with other young ladies of her age, this mother insisted that her daughter should be taught in her classes as the others were—that she should in no way be considered exceptional on account of her deafness. The mother's letter in reply seems to us so full of help for other mothers that we publish it in full.\* Though exceptional care has produced

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\*See Appendix.

exceptional results in this case, it was, in the beginning, one of more than ordinary difficulty ; but personal acquaintance with this young lady in her own home and in society enables us to say that the mother has not overstated her daughter's ability and success.

In the Cabinet Shop and sewing room more and better work has been done than during any previous year. An exhibit which was made on the day of our graduation exercises, attracted attention and called forth much commendation.

Prizes have been awarded this year as last—month by month—in small sums, the whole amount not exceeding fifty-five dollars. For the encouragement of pupils, the names of those who received prizes are here given :—

Articulation, (Lippitt Fund) ; Barclay Adams ; Frances Cusack ; Abey Fechheimer ; Kate Fitzgerald (2) ; Annie Forrest ; James Nugent ; Thomas O'Neill ; Annette Pearl ; Willie Potter (2) ; Florence Richardson ; Rufino Silva ; Erna Spencer ; Kittie Trainor ; Albert Weinhold.

Penmanship and Written Language, (Lippitt Fund) ; Hettie Deyoe ; Abey Fechheimer ; Annie Forrest ; Charles Fahrenholz ; Herman Graichen ; Hettie Langley ; Mary Mahoney ; John Melodey ; Alice Mullany ; Frank Nolen ; Thomas O'Neill ; Samuel Pavett ; Charles Poor ; Carrie Tebbetts ; Kittie Trainor ; Sadie Turner ; Albert Weinhold ; Wilfrid Wise ; Annie Wordell ; George Zimmer.

Lip-Reading, (A Friend) ; Mary Ames ; Clement Berry ; Annie Clement ; Mary Kelly ; John Melodey ; Thomas O'Neill ; David Quinn ; George Richardson ; George Sperfslage ; Mark Ward.

Spoken Language, (A Friend) ; Ella Altham (2) ; Mary Ames ; Dora Berry ; Annie Forrest ; Herman Graichen ; Jeremiah Hallissy ; Mary Kelly ; Patrick McCormick ; Agnes McSheehy ; George Morse ; Florence Richardson ; George Sperfslage ; Kittie Trainor ; George Zimmer (2).

Cabinet Shop ; First Prize, Wilfrid Wise ; Second Prize, John Kirby.

Sewing ; Hettie Langley.

The record of the year—a year broken by sickness among our pupils—cannot be complete without a warm acknowledgement of the faithful, loyal spirit which has actuated all the workers, both in School and family, and to which whatever of good work may have been accomplished is largely due.

Respectfully submitted,

CAROLINE A. YALE.

NORTHAMPTON, Oct. 15, 1886.

## COURSES OF STUDY.

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### *Primary Course.*

Kindergarten Exercises.  
Articulation.  
Writing.  
Language.  
Arithmetic—(the four elementary rules).  
Geography.  
Drawing.

### *\*Common or Grammar Course.*

Articulation.  
Language.  
Arithmetic (mental and written) through interest.  
Geography.  
History of the United States.  
Outline of General History.  
Lessons on General Subjects.  
Elementary Grammar.  
    “ Physiology.  
    “ Zoölogy.  
    “ Botany.  
    “ Natural Philosophy.  
    “ Physical Geography.  
Drawing,—Object and Cast.

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\*In order to graduate, pupils must have seventy-five per cent. in the semi-annual written examinations of the last two years of the course.

*High Course.*

Articulation and Elocutionary Exercises.

Arithmetic (completed).

Algebra.

Geometry.

Physiology.

Zoölogy.

Botany.

Geology.

Physical Geography.

Astronomy.

Natural Philosophy.

Chemistry.

History (Ancient and Modern).

Grammar and Analysis.

Rhetoric.

English Literature.

Political Economy.

Psychology.

Drawing—  $\left\{ \begin{array}{l} \text{Cast} \\ \text{Instrumental,} \\ \text{Crayoning or Water Colors.} \end{array} \right.$

# Financial Statement.

## OF THE CLARKE INSTITUTION,

FOR THE YEAR ENDING AUGUST 31, 1886.

### RECEIPTS.

From the Clarke Fund,	\$16,616.41	
“ Lippitt Fund,	31.02	
“ Whiting Street Fund,	66.10	
“ Green Fund,	17.46	
“ State of Massachusetts,	12,821.00	
“ other States and pupils,	3,888.16	
“ Farm, Stable, &c.,	400.00	
	<hr/>	\$33,840.15

### EXPENDITURES.

#### CURRENT.

For Salaries and Wages,	\$14,734.00	
“ Groceries and Provisions,	5,625.93	
“ Furnishing,	537.96	
“ Fuel and Lights,	3,397.80	
“ Repairs,	1,087.79	
“ Cabinet Shop,	1,084.56	
“ Farm and Stable,	234.07	
“ School Incidentals,	184.51	
“ General Incidentals,	1,147.70	
	<hr/>	\$28,034.32

#### SPECIAL.

For Street, Green, and Lippitt Funds,	\$ 90.58	
“ Prizes from Lippitt Fund,	24.00	
“ Insurance,	30.00	
“ Sewer,	871.99	
“ Reserve Fund and Premium on Investments,	4,789.26	
	<hr/>	\$5,805.83
		<hr/>
		\$33,840.15



# Names, Residences, etc., of Pupils, for the Year Ending August 31, 1886.

NAME.	RESIDENCE.	TIME AND PLACE OF INSTRUCTION BEFORE ENTERING CLARK'S INSTITUTION.	TIME OF ENTERING INSTITUT'N.	AGE AT TIME OF ADMISSION.	CAUSES OF DEAFNESS.
Adams, Robert Barclay	Northampton....	Private teacher, at home.	Sept. 1879	13 yrs. 1 mo.	Inflammatory group in infancy.
Aitham, Ella.	Fall River		Sept. 1882	8 yrs. 3 mos.	Spotted fever at 2 years.
Ames, Mary E.	Lynn		Sept. 1877	7 yrs. 6 mos.	Cerebro-spinal meningitis at 3 yrs; lost sp.
Berry, Alice M.	Merrimac		Sept. 1878	7 yrs. 4 mos.	Congenital.
Berry, Dora F.	Merrimac		Sept. 1878	8 yrs. 4 mos.	Congenital.
Berry, Clement E.	Spencer		Sept. 1880	8 yrs. 11 mos.	Cerebro-spinal meningitis at 1 yr. 9 mos.
Bradley, Mary	No. Brookfield		Oct. 1883	12 yrs. 9 mos.	Scarlet fever at 1 year; semi-deaf
Cargill, Irving H.	Monson		Sept. 1881	7 yrs. 5 mos.	Illness at 4 years; lost speech.
Cardigan, Charles	Littleton		Sept. 1876	8 yrs. 7 mos.	Congenital.
Chaffee, George O.	Granville Corners		Sept. 1879	7 yrs. 7 mos.	Brain fever at 1 year, 4 months.
Clancey, Arthur H.	Cincinnati, Ohio		Sept. 1883	12 yrs. 9 mos.	Scarlet fever at 2 years.
Clement, Annie M.	Worcester		Sept. 1878	8 yrs. 3 mos.	Cerebro-spinal meningitis at 2 1/2 years.
Condon, Annie M.	Worcester		Sept. 1884	8 yrs. 1 mo.	Brain fever at 1 year.
Cusack, Frances	Bacon Hill, N. Y.		Sept. 1878	8 yrs. 6 mos.	Congenital.
Deyoe, Hettie B.	Springfield		Oct. 1880	6 yrs. 10 mos.	Eruption at 1 year.
Ewig, Barbara	East Boston		Sept. 1879	5 yrs. 7 mos.	Congenital.
Fahrenholz, Charles R.	Cincinnati, Ohio	Private teacher 4 years.	Sept. 1885	9 yrs. 7 mos.	Scarlet fever at 2 years; lost speech.
Fechheimer, Abraham L.	Chicopee Falls.		Sept. 1884	7 yrs. 4 mos.	Congenital.
Fitzgerald, Catherine	Proctorville, Vt.	A little at home.	Sept. 1878	7 yrs. 4 mos.	Measles at 1 year, 9 months.
Forrest Annie L.	Boston		Sept. 1883	13 yrs. 8 mos.	Cerebro-spinal meningitis at 8 years.
Gilboy, Sarah	Worcester	A very little at school.	Sept. 1881	8 yrs. 7 mos.	Scarlet fever at 2 years.
Gordon, Eva	Lowell		Sept. 1883	10 yrs. 3 mos.	C'bro-sp'l M'ngitis at 8 yrs; slight hearing.
Grady, James	Lawrence	Public School before he became deaf.	Sept. 1878	7 yrs. 6 mos.	Congenital.
Graton, Herman	Salem		Sept. 1886	10 yrs. 1 mo.	Not deaf, weak-minded.
Hallisy, Jeremiah	East Gloucester		Sept. 1886	8 yrs. 1 mo.	Scarlet fever at 6 years.
Harby, Belle P.	Stratford, Vt.		Oct. 1885	9 yrs. 9 mos.	Unknown at 1 year.
Haynes, Heber N.	Lawrence	Public School 5 months.	Sept. 1883	11 yrs. 10 mos.	Not deaf, Aphasie.
Huddon, Harry A.	Boston	Horace Mann School.	Sept. 1883	9 yrs. 3 mos.	Cauker at 10 months.
Keefe Timothy W.	Thorndike		Sept. 1883	9 yrs. 3 mos.	Brain fever at about 1 yr; slight hearing.
Kelly Mary Ann.	Ware Village		Sept. 1880	10 yrs. 4 mos.	Spinal meningitis at 15 months.
King, Cella	Westmore, Vt.		Sept. 1879	7 yrs. 4 mos.	Scarlet fever at 2 years.
Kirby, John	Westboro		Sept. 1884	7 yrs. 2 mos.	Congenital.
Langley, Hettie E.	Essex, N. H.	One year at Horace Mann School.	Sept. 1883	11 yrs. 1 mo.	Scarlet fever at 4 years; semi-deaf.
Leisheit, Ella	East Cambridge		Sept. 1883	10 yrs. 11 mos.	Unknown; at 5 years, lost speech.
Macaney, Mary	North Andover	A little in Public School.	Sept. 1883	13 yrs. 4 mos.	Sickness at 9 years.
McCarthy, Patrick L.	Taunton	A little in Public School.	Sept. 1879	8 yrs. 4 mos.	Spinal disease at 3 years; lost speech.
McGrath, Michael	Stow		Sept. 1877	6 yrs. 8 mos.	Cerebro-spinal meningitis at 2 yrs, 6 mos.
McSheehy, Agnes L.	Fitchburg		Sept. 1886	7 yrs. 9 mos.	Unknown; before 4 years.
Mealey, William R.	Lowell		Sept. 1879	7 yrs. 9 mos.	Scarlet fever at 2 years, 6 months.
Mellen, William H.	Brookton		Sept. 1881	14 yrs. 5 mos.	Convulsions at 7 months; semi-deaf.
Meloder, John	Peabody		Sept. 1881	14 yrs. 5 mos.	
Mitchell, Jennie B.	Montreal, P. Q.	A little at home.			

Mixer, Susie M.	Monson	Sept.	1864 12 ya.	3 moa.	Sores in the head at 2 years; semi-deaf.
Morris, Philip	Florence	Sept.	1865 10 ya.	5 moa.	Blow on head at 8 years.
Morris, Charles W.	Abington	Sept.	1878 7 ya.	6 moa.	Congenital; semi-deaf.
Morse, George F.	Newburyport	Sept.	1883 10 ya.	2 moa.	Spinal disease at 2 years.
Mountain, Edna	Norwalk, Ohio	Oct.	1883 18 ya.	3 moa.	Scarlet fever at 5 years.
Mountford, John T. W.	Lowell	Jan.	1883 11 ya.	4 moa.	Scarlet fever at 5 years; 3 months.
Mullany, Alice	Worcester	Sept.	1883 7 ya.	11 moa.	Congenital.
Murphy, Catherine	Dedham	Sept.	1888 7 ya.	7 moa.	Cerebro-spinal meningitis at 5 yrs; lost speech.
Murphy, Michael	Brookton	Sept.	1877 8 ya.	4 moa.	Congenital.
Nolen, Francis B.	Salem	Sept.	1885 7 ya.	9 moa.	Spinal meningitis at 2 years 4 months.
Nugent, James A.	Fall River	Sept.	1881 14 ya.	8 moa.	Scarlet fever at 3 years.
O'Neill, Thomas	Burlington, Vt.	Oct.	1881 14 ya.	9 moa.	Cerebro-spinal meningitis at 15 months.
Pavett, Samuel C.	Holbrook	Sept.	1877 8 ya.	7 moa.	Scarlet fever at 8 months.
Pearl, Annette	St. Johnsbury, Vt.	Sept.	1878 9 ya.	4 moa.	Scarlet fever at 4 years.
Poor, Charles F.	Peabody	Sept.	1884 7 ya.	1 mo.	A fall at 1 year 6 months.
Potter, Willie W.	Groton	Sept.	1884 12 ya.	10 moa.	Illness at 1 yr. 3 mos; slight hearing.
Powers, Nellie	Worcester	Sept.	1884 12 ya.	9 moa.	Congenital; slight hearing.
Prizer, Hattie E.	Brighton, Iowa	Sept.	1877 6 ya.	9 moa.	Scarlet fever at 13 mos.
Pulver, Susie	Luzerne, N. Y.	Sept.	1878 6 ya.	9 moa.	Cerebro-spinal meningitis at 18 months.
Putnam, Edward J.	Rutland	Sept.	1877 9 ya.	1 mo.	Spinal meningitis at 8 months.
Quinn, David	Weston	Sept.	1877 9 ya.	1 mo.	Inflammation of brain at 2 years.
Reynolds, Alma E.	Fitchburg	Sept.	1878 6 ya.	10 moa.	Scarlet fever in 3d year; semi-deaf.
Richardson, Florence J.	Groton	Sept.	1880 5 ya.	9 moa.	Congenital; slight hearing.
Richardson, George E.	Northampton	Sept.	1884 5 ya.	6 moa.	Teething at 2 years; semi-deaf.
Russell, Emily	Worcester	Sept.	1879 5 ya.	9 moa.	Spinal disease at 4 months.
Shoughrow, John Fred.	Brookton	Sept.	1877 7 ya.	3 moa.	Sickness at 2 years.
Silva, Rufino	New Bedford	Sept.	1883 13 ya.	3 moa.	Congenital; semi-deaf.
Smith, Evelyn F.	Chicago, Ill.	Sept.	1884 12 ya.	7 moa.	Acesses in head at 1½ years.
Spencer, Erna	Columbus, O.	Sept.	1884 12 ya.	7 moa.	Spinal meningitis in infancy; semi-deaf.
Sperisage, George	St. Louis, Mo.	Sept.	1884 7 ya.	4 moa.	Scarlet fever at 1 year.
Tebbetts, Carrie	Dover, N. H.	Sept.	1884 7 ya.	3 moa.	Probably born deaf; semi-deaf.
Trainor, Mary Kate	Pittsfield	Dec.	1883 17 ya.	1 mo.	Scarlet fever at 5 years.
Turner, Sadie S.	Provincetown	Dec.	1878 7 ya.	1 mo.	Congenital.
Ward, Mark E.	Cambridgeport	Sept.	1881 5 ya.	4 moa.	Inflam. of ear-drums, 1½ yrs; ret. few wds.
Ware, Alice L.	Worcester	Sept.	1881 8 ya.	1 mo.	Congenital; semi-deaf.
Weeks, Lucy H.	Middletown, Ct.	Dec.	1877 10 ya.	9 moa.	Cerebro meningitis at 2 years, 6 months.
Weinbold, Albert E.	Lawrence	Dec.	1883 10 ya.	7 moa.	Cerebro-spinal meningitis at 10 months.
Westropp, Thomas M.	Springfield	Sept.	1880 9 ya.	7 moa.	Scarlet fever at 3½ years; lost speech.
Wheel, John E.	Huntington	Sept.	1884 7 ya.	4 moa.	Congenital.
Wheeler, Melvin	Northampton	Sept.	1884 7 ya.	8 moa.	Congenital.
Willard, Jane	Fitchburg	Sept.	1877 10 ya.	9 moa.	Scarlet fever at 8 months.
Wise, Wilfrid A.	Greenfield	Sept.	1878 6 ya.	9 moa.	Spinal meningitis at 1 year 3 months.
Wood, Elmer N.	East Stoughton	Sept.	1881 8 ya.	10 moa.	Congenital.
Wordell, Annie M.	Fall River	Sept.	1881 7 ya.	6 moa.	Congenital.
Wardell, Carrie B.	Fall River	Sept.	1879 8 ya.	1 mo.	Scarlet fever at 14 months.
Young, Florence P.	Salt Lake City, Utah	May	1879 8 ya.	2 moa.	Inflam. of brain at 5 ys; ret'd a few wds.
Zimmer, George E.	Lowell	Sept.	1874 6 ya.	2 moa.	

Whole number of boys, 45.

Girls, 46.

Total, 91.

## TERMS OF ADMISSION.

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This Institution is intended for the instruction of deaf children and youth by the Oral Method. It provides for pupil's tuition, board, lodging, washing, fuel and lights, superintendence of health, conduct, manners and morals. The charges per year are for paying pupils two hundred and fifty dollars; for pupils paid for by the State, one hundred and seventy-five dollars; for tuition simply, fifty dollars; payable semi-annually in advance, the first week of each term. No deduction for absences except on account of sickness. Extra charges will be made for actual expenses incurred during sickness. *No pupil will be allowed to withdraw without weighty reasons to be approved by the School Committee or by the Governor of the Commonwealth.* See, also, the law in regard to State pupils on the inside of title page.

Applicants for State aid in Massachusetts should apply to the Secretary of the Board of Education, State House, Boston; in other New England States to the Governor or to the Secretary of State. Forms of application will be furnished by the Secretary or by this Institution. The cost of clothing and travel as well as incidental expenses must be paid by the parent.

There are two terms in the year, of twenty weeks each, with a summer vacation of twelve weeks. Pupils cannot spend the vacation at school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

*The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal, each term, for incidental expenses.*

Applications and letters for information must be addressed to Miss Caroline A. Yale, Principal of the Clarke Institution for Deaf-Mutes, Northampton, Massachusetts. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Pupils must bring a certificate of vaccination, and a list of the diseases they have had. The Institution is not an asylum, but a school of learning; and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and good moral habits.

Visitors are admitted only on Thursday afternoons, except for special reasons to be approved by the Principal.

## APPENDIX.

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OCTOBER 9, 1886.

MY DEAR MISS YALE;—

I wish that I could write a letter which should be simply the breathing forth of the content in my child which has replaced in my heart a long-time rebelliousness and struggling pride for her. It could not fail to touch to soothing the sore heart of every deaf child's mother, and to make the dying embers of a "desperate hope" glow again into the brightness of a joyous "hoping hope."

O ye Mothers of the Deaf, be of a good courage!—that is the cry with which I am ever yearning over them. If they could only see the end from the beginning! or, if not seeing, they could but believe in it, while groping their way towards the light by painful, stumbling steps through the present darkness! If I could, I would make my child's life gleam before them, as, unconsciously to herself, it shines every day for me. It should be a beckoning beacon, wooing them onwards to attainment across their unknown, changeful sea of Experience—with its perplexities, disheartenments and contrary winds, but also, thank God, with its "Happy Isles" of small successes and foregleams of a final triumph.

You remember that E——'s deafness came to her, with the complete paralysis of the hearing nerve, soon after she was two years old. That she lost speech so utterly that when Miss Rogers first undertook the charge of her, the simplest sound was obtained from her only after the most patient and long-continued effort. Since that time, during two years at Clarke Institution—afterwards, indefinitely, under home instruction—in Boston for six months, under Prof. Bell's training in his system of Visible

Speech—and even during her boarding-school life, entirely among the hearing—I have considered my child as, in a measure, under Miss Rogers' watchful care. For not a step has been taken in E——'s education, without advice from her—I might almost say, not a step but by her inspiration, and that of the workers with her in articulation who have always been ready to hold in mind my child's needs; and to send me through Miss Rogers, helpful suggestions derived from their own experience.

In the Fall of 1882, E—— was received into a boarding-school where there was a household of ten girls, and connected with it a day-school of one hundred and fifty—all hearing pupils. It had been E——'s ambition to become as thoroughly educated as any hearing girl, and to go through this phase of girlhood upon precisely the same plane as if she had never been made deaf. On her entrance into the school we made the especial request that the same requirements might be made of her, in lessons, as of her classmates—and that her marks should represent her standing by the scale of measurement applied to them. Her recitations were to be made in class, orally, and, excepting in written examinations for all, she was to be questioned in her turn as the others were, depending solely on her lip-reading ability.

Her first "Report", for October, 1882, came to us thus. "Spelling 100; Rhetoric 96; English History 100; Natural Philosophy 99; Drawing 100." The accompanying letter from the Principal of the school said: "It is a great pleasure to send a few words of commendation with this report. They are not necessary as the report speaks for itself." After speaking of E——'s conscientiousness, the letter continues, "This faithfulness appears constantly in her preparation for her daily classes. Her power of comprehension is very quick, and this renders the work of her teachers easy, even though a little, special effort is sometimes necessary in the conveying of an idea by the more measured movement of the lips. At first she experienced some difficulty in understanding Miss B—— but that seems now to have passed away."

E——'s general average in her whole school work for the first half-year was 96. Her report for the following March and April was; Reading 95; Spelling 98; Bible Lesson 100; Rhetoric 57; English History 88; Natural Philosophy 74." Absences on account of illness had somewhat affected this report.

After this first successful year E—— returned to school in the following Autumn. Her teacher wrote in November; “The report for last month is enclosed. E—— seems bright and well now; indeed she is a pleasant sunbeam in our home.” The report alluded to gave the following marks. “Astronomy 85; Ancient History 100; French History 100.

E—— came home for the Thanksgiving vacation in such a miserable condition physically, from malaria, that her return to school was postponed and finally given up. She read aloud, practiced lip-reading and continued her studies rather irregularly at home, for the remainder of the year. Her teacher thought that her characteristic self-distrust and self-exaction had caused her to do unwise and needless studying; but we believed the climate unfavorable to her constitutional tendency to malarial troubles, and that she had taken too little out-door exercise; more than the average amount being demanded by her constitutional needs.

In a letter written in Jan. 1883, E—— says; “We have an examination in our Nat. Philosophy, Wednesday. I do not dread it, but I cannot help feeling rather nervous. I have been nearly or quite perfect in my recitations in everything, the past week. \* \* \* Last night we had charade plays in the Attic.” Then follows a girlish, detailed description of the charades. Her letters showed her to be in the midst of gay, school companions, and interested in them and their amusements—at one time very much absorbed in a costume-party, restricted in attendance to the household and a few of the day-pupils. Sometimes she wrote with the elation of an unexpected success; sometimes she lamented that she had not greater intellectual powers, especially a stronger memory. Her whole correspondence was the natural out-pouring of a school-girl’s heart—revealing the ordinary joys and trials; but, I think, hardly ever, if at any time, suggesting any peculiarity in her own condition and certainly *never* any in her own position among her school-mates.

She has, since her school-days ended, continued reading aloud, and, in her turn, being *read to* while she repeats sentence by sentence aloud as she reads it from my lips. I think she may never be willing to dispense with this exercise as a training for her voice and practice in lip-reading. Any mother can help her

deaf child immeasurably by taking a half hour out of her day and dividing it between these two exercises with the child.

E—— dances with great delight, feeling the rythm of the motion and music. She attends parties, plays whist, receives and makes calls, as any young lady in society does. In her home she is the comfort that a thoughtful, unselfish, eldest daughter may be; taking her place as housekeeper in any absence of her mother's, and managing children and servants in a way to relieve me from all anxiety. Her single-mindedness and unworldliness have made me feel that her deafness has been a shield dropped down between her and much that is evil in the world. The tale-bearing, mischief-making, and the voices of envy, hatred and jealousy, are in great part muffled from her. I often look at her with envy of her pure, straightforward life—so innocent of society duplicities; so unsuspecting that they lie about her path or upon the lips of those around her.

Yes, we mothers may follow on, through the first rebelliousness to submission—and then beyond, even to acceptance, from His Hand of Love! That Hand will always guide the mother through the *next step*, if she only look for its leading, though beyond that “next step” there may be but a great darkness until she has firmly taken it—to find herself standing in the light!

One thing I cannot say too earnestly or with too grateful recognition. Miss Rogers insisted that I should *always correct E——’s faulty English*—not letting it pass because her meaning could nevertheless be understood—and that I should use in talking with her *the variety of words* in which we clothe our thoughts for the hearing people about us—not translating them into the expressions *already familiar* to her, which would tend to restrict her use of language. Miss Rogers has been—is still—a very thorn in my conscience, protesting in every way against maternal indolence. She would never let me, peacefully, save myself trouble which were better taken for my child. I can never forget my breathless suspense while awaiting her verdict after E——’s first home vacation, as to whether on her return to Northampton she found the child had kept the ground gained before leaving school, or whether, to my dire disgrace, she had retrograded. Ah, me! those little exercise books, brought home for daily vacation practice, make daily exactions of us “in

season and out of season"—but, in the retrospect, those same intrusive books become the recording volumes of our little victories—our conflicts with some obstinate consonant or elusive vowel sound—our perseverance under discouragements—or, perhaps, that conquest of self which wins patience to control impatience, and subdues the natural, quick irritability into the gentle firmness which must be the never-failing reliance and support of the dear, deaf child entrusted to us. It is an unspeakably precious thought, that the tender, loving Father of us all, should trust one of His little ones, requiring carefulest care, to us! Such blessedness—such a many-sided blessedness—comes with this confidingness of our God!

May I say one word more, O! Mothers of the Deaf? This child of mine naturally takes her place in society—naturally presides as the care-taking elder sister—because we have never held her to be exceptional—have never let her feel that she was different from any other where the feeling could be warded off—have never let the other children of the family form the thought "It is different with E—— because she is deaf." We began at the beginning with the determination that she should hold her natural place everywhere—that we would try to fit her for it, and then try to maintain her in it, by making her feel that her deafness need not disqualify her. A maimed *character* would be a vital loss; but a maimed *ear* need not impair her usefulness, or her delightsomeness to those around her. Let us make our children whole as nearly as we may, with His continual help. With Him, working together, let us shape in them symmetrical souls; then, how slight an impairment to the child's well-being, will seem an unhearing ear!

Faithfully yours,

L. P. M.





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TWENTIETH  
ANNUAL REPORT

OF THE

Clarke Institution for Deaf-Mutes

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending August 31, 1887.



NORTHAMPTON, MASS. :  
PRESS OF GAZETTE PRINTING COMPANY.  
1887.



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NORTHAMPTON, MASS.:  
PRESS OF GAZETTE PRINTING COMPANY.  
1887.

(Chap. 300.)

**AN ACT RELATING TO DEAF-MUTES.**

*Be it Enacted, &c., as follows:*

**SECTION 1.** No beneficiary of this Commonwealth, in an institution or school for the education of Deaf-Mutes shall be withdrawn therefrom except with the consent of the proper authorities of such institution or school, or of the Governor of this Commonwealth.

**SECTION 2.** This Act shall take effect upon its passage. [*Approved May 17, 1871.*]

## OFFICERS AND CORPORATORS.

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### **PRESIDENT.**

LEWIS J. DUDLEY.

### **VICE PRESIDENTS.**

WILLIAM ALLEN,  
FRANKLIN CARTER.

### **CLERK.**

EDWARD B. NIMS, M. D.

### **TREASURER.**

LAFAYETTE MALTBY.

### **AUDITOR.**

WILLIAM P. STRICKLAND.

### **CORPORATORS.**

LEWIS J. DUDLEY, Northampton,  
WILLIAM ALLEN, Northampton,  
WILLIAM P. STRICKLAND, Northampton,  
GARDINER G. HUBBARD, Washington, D. C.  
F. B. SANBORN, Concord,  
HORATIO G. KNIGHT, Easthampton,  
HENRY WATSON, Northampton,  
FRANKLIN CARTER, Williamstown,  
EDWARD B. NIMS, M. D., Northampton,  
FRANCIS H. DEWEY, Worcester,  
FRANKLIN BONNEY, M. D., Hadley.

### **SCHOOL COMMITTEE.**

LEWIS J. DUDLEY, <i>Chairman</i> ,	WILLIAM P. STRICKLAND,
HENRY WATSON,	EDWARD B. NIMS,
FRANKLIN CARTER,	HORATIO G. KNIGHT.

### **FINANCE COMMITTEE.**

HORATIO G. KNIGHT, *Chairman*,  
HENRY WATSON,  
WILLIAM ALLEN,

# OFFICERS OF THE CLARKE INSTITUTION

*From its Organisation to the Present Time,*

JULY 15, 1867—OCTOBER 12, 1887.

## ***PRESIDENTS.***

	<i>Elected.</i>	<i>Retired.</i>
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	1883
LEWIS J. DUDLEY,	1883	

## ***CORPORATORS BY ACT OF INCORPORATION.***

	<i>Elected.</i>	<i>Retired.</i>		<i>Elected.</i>	<i>Ret'd.</i>
*OSMYN BAKER,	1867	1875	THEODORE LYMAN,	1867	1868
WILLIAM ALLEN,	1867		HORATIO G. KNIGHT,	1867	
LEWIS J. DUDLEY,	1867		*JOSEPH A. POND,	1867	1867
JULIUS H. SEELYE,	1867	1887	WILLIAM CLAFLIN,	1867	1873
GEORGE WALKER,	1867	1876	*JAMES B. CONGDON,	1867	1879
GARDINER G. HUBBARD,	1867		*THOMAS TALBOT,	1867	1885

## ***CORPORATORS BY ELECTION.***

	<i>Elected.</i>	<i>Retired.</i>		<i>Elected.</i>	<i>Ret'd.</i>
JOSEPH H. CONVERSE,	1868	1870	EDWARD HITCHCOCK,	1877	1887
*JONATHAN H. BUTLER,	1868	1868	JOHN D. LONG,	1880	1883
F. B. SANBORN,	1868		WM. P. STRICKLAND,	1883	
J. HUNTINGTON LYMAN,	1870	1877	FRANKLIN CARTER,	1884	
SAMUEL A. FISK,	1873	1884	EDWARD B. NIMS,	1885	
HENRY WATSON,	1875		FRANCIS H. DEWEY,	1886	
*CHARLES DELANO,	1877	1883	FRANKLIN BONNEY,	1887	

## ***TREASURERS.***

	<i>Elected.</i>	<i>Retired.</i>		<i>Elected.</i>	<i>Ret'd.</i>
OSMYN BAKER,	1867	1869	LAFAYETTE MALTBY,	1869	

## ***PRINCIPALS.***

HARRIET B. ROGERS,	1867	1886	CAROLINE A. YALE,	1866
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## ***ASSOCIATE PRINCIPALS.***

CAROLINE A. YALE,	1873	1886	ALICE E. WORCESTER,	1886
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## ***STEWARDS.***

HENRY J. BARDWELL,	1870	1883	FREEMAN C. CARVER,	1883
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\*Deceased.

# OFFICERS AND INSTRUCTORS.

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## **PRINCIPAL.**

CAROLINE A. YALE.

## *Associate Principal and Special Teacher of Articulation.*

ALICE E. WORCESTER. '

## *Teacher of Drawing.*

CLARA W. LATHROP.

## **INSTRUCTORS.**

RUTH WITTER,	A. JOSEPHINE VINTON,
KATHERINE FLETCHER,	ELLA SCOTT,
MARY KATHAN,	ANNIE L. FISH,
FANNIE W. GAWITH,	MARION SMITH,
RACHEL C. FISH,	ALICE M. FIELD,
REBECCA E. SPARROW,	ALICE R. BRAY.

## **STEWARD.**

FREEMAN C. CARVER.

## **MATRON.**

HARRIET O. YALE.

## **ASSISTANT MATRONS.**

MARY SMITH,	SARAH H. SMITH.
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## **ATTENDANTS.**

SARAH HASKINS,	ANNIE F. NYE,
FLORA B. COWLES,	MABEL SPARROW,
EMMA J. PRESCOTT.	

## **MASTER OF CABINET SHOP.**

N. B. LUCIA.

## **FARMER AND ENGINEER.**

REUBEN ROBINSON.





## Report of the Corporation.

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*To the Massachusetts Board of Education :*

GENTLEMEN : The year ending August 31st, 1887, has been one of more than average prosperity to the Clarke Institution. It began the year with 98 pupils and ended with 96—Girls 50, Boys 48 ; in the Primary Department 52 ; in the Grammar Department 46 ; boarding pupils 96 ; day pupils 2. Of the whole number, 80 were from Massachusetts, 4 from Ohio, 3 each from Vermont and New Hampshire, 2 from Canada, and one each from Connecticut, New York, Illinois, Missouri, Iowa and Utah.

In no department of culture has progress been inferior to that of any former year, while in more than one department there has been a decided gain. Twenty-five of the older boys have been instructed in carpentry, cabinet work, and the seating of cane-bottomed chairs. Thirty pupils have received tuition in drawing with very encouraging results. Numerous specimens of their products recently exhibited, elicited much commendation. The girls have been initiated into light house work, and sewing.

Without any very serious exceptions, good health has prevailed. At the end of the school year, five pupils were regularly graduated with certificates, and eight were honorably discharged.

The School Expenses proper have been for the year \$28,314.-43. Our finances continue to be in a highly satisfactory condition. Our fund is unimpaired, and the income from it the past year, has been \$17,288.75, being \$693.10 more than last year.

The number of pupils enrolled for the current year (1887-8) is 97 of whom there are present 95 ; 47 boys 50 girls—in the Primary Department 40 and in the Grammar department 57.

It is now twenty years since the Clarke School for the Deaf was established. This has been a memorable period in the history of the education of deaf children in this country. The first school for such pupils in America was established in 1817, and from accidental constraint rather than design, the manual instead of the oral system was adopted. For fifty years subsequently every new school for the deaf in this country, copied after the parent institution at Hartford. All pupils whether congenitally deaf, semi-deaf, or semi-mute, were subjected to the same educational regime of signs. Now and then a voice was lifted up in Massachusetts by way of protest against one unvarying system of instruction for pupils of widely varying conditions, capacities, and needs; but it was like "the voice of one crying in the wilderness." Delegations sent abroad by the two oldest institutions in this country to scrutinize the results of the oral system in Europe, reported decidedly and repeatedly against any material change in the American system. The teaching of articulation on a limited scale for limited periods, had been tried in both these institutions and abandoned. But the contemplated charter for a new school in Massachusetts, led to eight protracted hearings by a special Legislative Committee in the early months of 1867. At these hearings, the supposed merits and defects of both the manual and the oral systems, were fully and earnestly presented. The discussions were somewhat widely reported by the press, and much public interest was awakened. Many people were made aware for the first time that there was any way of educating the deaf except by signs. The result of these hearings was that a charter was granted for our school, twelve corporators being named therein; and an act was passed authorizing the Governor of the Commonwealth to send pupils thereto including such as were too young to be received at Hartford; adding four years to the period of school life previously allowed; making an increased appropriation; and transferring the supervision of State pupils in all Schools for the Deaf, from the Board of State Charities to the Board of Education.

The corporators being left to their own discretion as to methods of instruction, determined to provide for the semi-deaf and semi-mute for whom there was no proper provision known to exist anywhere in this country, and so adopted the oral sys-

tem. The instruction of these two classes, and the beginning of such instruction at an earlier period of childhood than was elsewhere practiced, were their prominent aims. Benefit to the deaf-born was less contemplated though they were not excluded; and early experience with a few of these, satisfied the managers of the Institution that the oral system may well be employed with many of the congenitally deaf.

The success of the Clarke School has exceeded the most sanguine expectations of its founders, not only in the amount of patronage received, but in the results attained and in the widespread benefits of which it has been, at least in a large degree, either the direct or indirect cause. Modes of procedure in the school-room, at first necessarily experimental, have been changed, modified, and improved from time to time until far better results are now attained than in earlier years.

The whole number of pupils who have completed the High Course of study and received diplomas, is nine. The number who have received certificates as having completed the Grammar Course, is twenty-seven. The whole number who have received instruction for a longer or shorter period is 268.

But the amount of good growing out of the establishment of the Clarke School, is not to be measured by the number of its pupils. The discussions that preceded and followed its organization, together with its early success, were not without their influence upon all the schools of the country. They served to awaken a new interest in the education of the deaf, and to breathe new life into the old system of instruction. The antagonism, jealousy, and distrust at first existing between the champions of the two systems, gradually gave place to a sober second thought, to a reconsideration of former exclusive views, and finally, to a spirit of harmony and cooperation. The result has been that, while of the 24 schools existing in the country twenty years ago, not one made any provision for articulation and lip-reading, of the 66 now existing, only six fail to make some provision therefor, and seven are distinctively oral schools.

All this, besides improving the intellectual, moral, and industrial training in the schools, has had a cheering and invigorating influence upon the courage, self respect, and self reliance of the more intelligent and sensitive of the deaf themselves.

It has also served to elevate the deaf and speechless as a class, in public estimation. The simple possession of four senses instead of five, is no longer regarded by a majority of the public as degrading a child to the level of the imbecile and the pauper, and as making its education a matter of charity. There is also an increasing prevalence of a more refined and humane terminology respecting the deaf, and an increasing proclivity to call organizations for their instruction, simply Schools, and not Asylums, nor by any designation which serves to emphasize their infirmity, and to perpetuate in the public mind a broad demarcation between deaf pupils and other pupils in respect to mental capacity and social status.

Not the least encouraging development, as we view it, is the here and there outspoken and manly protest against the implication that the education of blind and deaf children has anything in common with the proper methods of dealing with vicious and degraded classes, *an implication sure to keep place in the public mind as long as the matter of such education is brought before conferences which are eleemosynary and reformatory, and not educational.* With all deference to the editor who expresses (or publishes) an adverse view in the number for March last of the International Record of Charities and Correction, we cannot help thinking that the sentiments of Messrs. Anagnos and Huntoon therein quoted and condemned, savor not only of true humanity but of practical wisdom. Among the characteristic features of progressive civilization is, a division of labor. One would think pauperism, crime, disease, and insanity broadcast enough, invincible enough, and pregnant with problems enough to engross all the attention and wisdom of any one organization of reformers. One would suppose that the proper regime for children whose only need is that of intellectual, moral, and industrial education, might well be left to the conferences of their instructors and to educational supervisors. Jails and schools would seem to belong to different jurisdictions. Philanthropists par excellence will hardly claim any such monopoly of benevolence and intelligence as to deny the competency of educational officials and associations to deal with the far less numerous, less complicated, and less difficult problems which belong to their sphere.

In times gone by when speechless children occupied a much

lower plane in public estimation than now ; when they were beclouded by a prejudice and a stereotyped terminology coming down from a remote and ignorant past ; when their mental capacity was disparaged and their instruction was thought a matter of humane benevolence and not of State obligation, and when they were ignored by educational officials, Boards of Charity might well espouse their cause. The President and Secretary of such a Board in Massachusetts, formerly rendered conspicuous service in their behalf.

But now that all this is changed ; now that the intellectual capacity of deaf children and their right to an education are fully recognized ; now that nearly all the States of the Union make this education as free, and provision for it as regularly as for that of hearing children ; and now that conferences of the ablest instructors of this country and of Canada, are regularly held to compare views and to perfect methods, as well as international conferences of the same character abroad whose proceedings are at once published in America, it is difficult to see the necessity or propriety of action in this regard, in the conferences of Boards of Charity and Correction. Any experience or wisdom in the matter possessed by individual members of such Boards, would find welcome place in the conferences of instructors and in the columns of periodicals devoted to the same cause. In this way, no available counsel or suggestion for the benefit of deaf and blind children would be lacking, while they would be spared the humiliation of being associated in public discussions widely reported and thus associated in the public mind, with classes of a degraded character and condition.

It is gratifying to be able to report that the Legislature of this Commonwealth has recently made the education of deaf as free as that of hearing children, so that no citizen need longer ask as a favor, the elementary instruction of his child, and so that taxes paid for educational purposes are now available for the benefit of every tax-paying parent.

The fact that the Legislative Committee in charge of the measure, were ready to report unanimously in its favor without waiting to hear all its advocates, and that not a word of opposition was uttered before Committee, House, or Senate, serves to show that the tardiness of this act of justice is due, not to the deliberate policy of the Commonwealth, but to the inveter-

acy of usage and to a strange neglect by the friends of the deaf in so long delaying to bring the matter before a Massachusetts legislature. Had not this State been among the very first to make *some* provision for the education of deaf children, it would not have been among the last to make the *right kind* of provision.

For the Corporation,

LEWIS J. DUDLEY, *President*.

NORTHAMPTON, Oct. 12, 1887.

# Financial Statement

## OF THE CLARKE INSTITUTION,

FOR THE YEAR ENDING AUGUST 31, 1887.

### RECEIPTS.

From the Clarke Fund,	\$17,288.75	
“ Lippitt Fund,	31.16	
“ Whiting Street Fund,	73.76	
“ Green Fund,	18.18	
“ State of Massachusetts,	13,490.00	
“ Other States and pupils,	3,532.32	
“ Farm, Stable, &c.,	400.00	
		<u>\$34,834.17</u>

### EXPENDITURES.

#### CURRENT.

For Salaries and Wages,	\$14,952.18	
“ Groceries and Provisions,	5,963.09	
“ Furnishing,	566.32	
“ Fuel and Lights,	4,129.77	
“ Repairs,	1,193.18	
“ Cabinet Shop,	1,095.19	
“ Farm and Stable,	459.63	
“ School Incidentals,	161.00	
“ General Incidentals,	1,198.03	
		<u>\$29,718.39</u>

#### SPECIAL.

“ Surplus to Street and Green Funds,	\$ 90.10	
“ Prizes from Lippitt Fund,	33.00	
“ Insurance,	160.50	
“ Reserve Fund,	1,282.76	
“ Interest and Expressage,	178.20	
“ Miss Rogers' Portrait,	225.45	
“ Repairs on Dudley Hall,	2,308.90	
“ Repairs on Clarke Hall,	836.87	
		<u>\$5,115.78</u>
		<u>\$34,834.17</u>



## Report of the Principal.

---

*To the Board of Corporators.*

GENTLEMEN :—The close of another year brings again the time for the annual report of the school under your supervision.

During the year ninety-eight pupils have been on the roll, that being seven more than the number enrolled the previous year. The corps of teachers has remained the same with one exception. In February Miss Mary E. Stowell resigned. She had been a teacher here for several years, and it was with regret on her part and on ours that she left us. Miss Rachel O. Fish, for some years a teacher in our Primary School, filled the vacancy made by Miss Stowell's resignation. Miss Alice E. Bray, a young lady who had been with us under training as a teacher for nearly a year, filled the vacancy in the Primary School.

The school has had six classes in each of its two departments. In some grades a class has received instruction from a single teacher, while in other cases teachers have taught certain branches of study through several classes. Each method has strong arguments in its favor, and each is no doubt best adapted to certain grades.

The work done during the year by the graduating class gave us great satisfaction. Their improvement in language was very marked, and their general intellectual gain was great. Not that this class reached a higher standing than previous ones, but probably no class ever made more gain in its last year than this.

A class of girls, in the upper Primary grade, made improvement in their use of language so great as to deserve special note.

As is always the case, the entering class showed most gain. From mental inactivity to mental alertness, from no language

to a language for common needs, from speechlessness to speech is a long journey, however quickly made. The class entering this year was taught in two divisions—the older children and those with most mental development forming one division and the younger children another. During the first three weeks the teaching of language and articulation was not attempted. By means of calisthenics, kindergarten occupations, vocal gymnastics, exercises preparatory to penmanship, and simple commands given through lip-reading, these untrained little ones were brought easily and happily into good class order, while their powers of attention, observation, and imitation were being developed. By these means, the class was made ready for regular school work, and the greater ease with which this was taken up, and the rapid progress made, fully proved the wisdom of the plan. At the end of ten weeks the class had been taught the elementary sounds, combinations of these and a few common words. They had acquired a fair hand-writing, knew both print and script characters, and read some words and sentences from the lips. From this point the work went rapidly on—spoken and written language being taught simultaneously—until at the close of the year the more advanced division had a vocabulary of nearly eight hundred words of which seventy-five were verbs, used in the present, past and future tenses. All these words the class read from the lips, spoke and wrote, and from them they formed a large number and variety of sentences. They wrote simple letters, journals, descriptions of objects and persons. Their language showed its practical character in their asking and answering simple questions and in their familiar talk about the objects and events noticed around them. Great comfort came to friends and teachers from the eagerness with which these minds opened to religious teaching and help.

Parents frequently ask at what age a child may best enter school. Could unlimited time be allowed, we cannot doubt that mental training should begin at a very early age; but, unfortunately, only ten years is the term allowed by the State, and even this is in many cases so shortened by various causes as to make the average school term only about six years. It is even sometimes shortened by the indifference or greed of parents who are impatient that their children are so long kept from work in shop or

factory. If the full ten years can be used for the child's education, the years from eight to eighteen are better than the years from five to fifteen, and, surely, if the number of school years is lessened to six, the years from eight to fourteen are better than those from five to eleven. In some cases possibly earlier entrance would gain time for the pupil. No deaf child at twelve or even fifteen years of age ought to leave school. The undeveloped condition of the child's mind on entering and the inevitable slowness of development under the best possible training make it seem imperative that he should be allowed more time in school than a hearing child, but we find this by no means the case. Much time and labor, both on the part of the pupil and teacher, are spent in laying foundations on which, in many cases, simply for lack of time, no superstructure will ever be raised. If full justice were done our deaf children, their term of school life would be left unlimited, as it is practically for children in the public schools. The judgment of teachers and sensible parents, and the desire of the pupils themselves would be the only elements in the decision of the length of the school term. Within the last year the question has more than once been asked us "Is there no way for my child to remain at school after the ten years are finished?" In the case of pupils not under the guardianship of the states the difficulty is lessened. At present, however, only about one-ninth of our pupils are paying pupils. The course of study must to a very great extent be arranged to suit the circumstances of the majority, and so must omit all but essentials. In almost every class graduating from our Common Course we have pupils who would gladly stay longer, whose friends would be willing to have them do so, whom we would gladly keep for further study, but for whom the states allow no further aid. A model school might be planned with a preparatory Kindergarten such as is being provided for the blind at South Boston. Children leaving this should pass through the Primary and Grammar Departments, and where it seemed advisable, should be allowed to remain for the High Course of study. The majority of deaf children enter school without language. The undeveloped mind of the child must acquire an unknown language and pursue its studies in that language. A very heavy burden is thus bound upon the

shoulders of both pupil and teacher—a burden often almost too heavy to be borne.

Another question often asked is in regard to the best circumstances in which a child may pursue its education—at home with a private teacher or in a school. During the earlier years of our work, judgment was invariably given in favor of home teaching wherever possible. Observation of the results of this plan has, however, convinced us that, save in most exceptional cases, this was mistaken advice. A school usually has in its employ more skilled teachers than can be found for private pupils and always has the accumulated experience of teachers and the advisory help of persons in charge. Few children have so great a thirst for knowledge that they do not need the stimulus of class association and all the illustrative appliances of a well-furnished school. More regular habits of study and less distraction from the various pursuits of other members of the family give opportunity for less interrupted mental work. A pupil learns much outside the school-room by his constant association with teachers whose prime interest is in this work and from more advanced pupils who are interested in the same pursuits with himself.

Twenty years have wrought changes in our school which it may not be uninteresting to chronicle. In 1867 the school opened with twenty-one pupils and two teachers. It now numbers ninety-eight pupils and the number of teachers is increased to fourteen, including the Principal and Associate Principal. Six grades form the Primary School and six the Grammar School. These schools are quite distinct—occupying separate buildings and grounds.

Since the opening of the school, two hundred and sixty-eight pupils have been enrolled. The following table will show the numbers from different States.

Massachusetts,	.	.	.	.	.	.	201
Vermont,	.	.	.	.	.	.	10
Maine,	.	.	.	.	.	.	6
New Hampshire,	.	.	.	.	.	.	5
Rhode Island,	.	.	.	.	.	.	1
Connecticut,	.	.	.	.	.	.	8
New York,	.	.	.	.	.	.	9

## PRIZES.

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### ARTICULATION (LIPPITT FUND).

#### *Awarded Monthly.*

Charles Carrigan,	Hattie Prizer, (2)
Jeremiah Hallissy,	David Quinn,
Heber N. Haynes,	Frederick Shoughrow,
Willie Mellen,	Erna Spencer,
Jennie Mitchell,	George Sperfslage,
Edna Mountain,	Lucy Weeks,
Alice Mullany,	Albert Weinhold,
Frank Nolen,	Thomas Westropp,
Thomas O'Neill, (2)	Janey Willard,
Nellie Powers,	Florence Young.

### LANGUAGE AND PENMANSHIP (LIPPITT FUND).

#### *Awarded Monthly.*

Dora Berry.	Willie Mellin,
Annie Clemment,	Willie Potter, (2)
Frances Cusack,	George Richardson,
Abey Fechheimer,	Emily Russell,
Sarah Gilboy,	Evelyn Smith,
Eva Gordon,	George Sperfslage,
Heber Haynes,	Kittie Trainor,
Harry Hodgdon,	Sadie Turner,
Mary Kelly,	Alice Ware,
Celia King,	Lucy Weeks,
Lizzie McCarty,	Melvin Wheeler,
Agnes McSheehy.	

### LIP-READING (GIVEN BY A FRIEND).

#### *Awarded Semi-annually.*

Clement Berry,	Thomas O'Neill,
Arthur Clancey,	George Sperfslage,
Philip Morin,	Albert Weinhold

### CABINET WORK.

Barclay Adams,	Willie Potter,
Arthur Clancey,	Edward Putnam,
George Morse.	

### SEWING.

Florence Young.

## COURSES OF STUDY.

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### *Primary Course.*

Kindergarten Exercises.  
Articulation.  
Writing.  
Language.  
Arithmetic—(the four elementary rules).  
Geography.  
Drawing.

### *\*Common or Grammar Course.*

Articulation,  
Language.  
Arithmetic (mental and written) through interest.  
Geography.  
History of the United States.  
Outline of General History.  
Lessons on General Subjects.  
Elementary Grammar.  
    “ Physiology.  
    “ Zoölogy.  
    “ Botany.  
    “ Natural Philosophy.  
    “ Physical Geography.  
Drawing.—Object and Cast.

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\*In order to graduate, pupils must have seventy-five per cent. in the semi-annual written examinations of the last two years of the course.

# Names, Residences, etc., of Pupils, for the Year Ending August 31, 1887.

NAME.	RESIDENCE.	TIME AND PLACE OF INSTRUCTION BEFORE ENTERING CLARE INSTITUTION.	TIME OF ENTERING INSTITUTION.	AGE AT TIME OF ADMISSION.	CAUSES OF DEAFNESS.
Adams, Robert Barclay.	Northampton.	Private teacher, at home.	Sept. 1879	13 ya.	1 mo.
Altham, Ella.	Fall River.		Sept. 1888	8 ya.	2 mos.
Ansea, Mary E.	Lynn.		Sept. 1877	7 ya.	6 mos.
Berry, Alice M.	Merrimac.		Sept. 1878	7 ya.	6 mos.
Berry, Dora F.	Merrimac.		Sept. 1878	5 ya.	4 mos.
Berry, Clement E.	Spencer.		Sept. 1880	8 ya.	11 mos.
Better, Mary.	Monson.		Sept. 1886	14 ya.	4 mos.
Bradley, Mary H.	No. Brookfield.		Oct. 1883	13 ya.	9 mos.
Carlin, Willie.	Monson.		Sept. 1881	7 ya.	5 mos.
Carriagen, Charles.	Peabody.		Sept. 1886	8 ya.	2 mos.
Claacey, Arthur H.	Littleton.		Sept. 1881	8 ya.	7 mos.
Clement, Annie.	Cincinnati, Ohio.		Sept. 1879	7 ya.	7 mos.
Clinton, John F.	Russell.		Sept. 1883	12 ya.	
Clinton, William F.	Jamaica Plains.	A little in Public School.	Sept. 1888	8 ya.	1 mo.
Condon, Annie M.	Worcester.		Sept. 1888	6 ya.	5 mos.
Curtice, Fred P.	E. Washington, N H.		Sept. 1878	6 ya.	9 mos.
Cusack, Frances.	Windsor.		Sept. 1886	8 ya.	3 mos.
Ewig, Barbara.	Springfield.		Sept. 1884	8 ya.	3 mos.
Fahrenholz, Charles R.	East Boston.		Oct. 1880	6 ya.	6 mos.
Fitzgerald, Abraham L.	Cincinnati, Ohio.	Private teacher 4 years.	Sept. 1879	5 ya.	10 mos.
Fitzgerald, Catherine.	Chicopee Falls.		Sept. 1885	9 ya.	
Forrest, Annie L.	Proctorville, Vt.	A little at home.	Sept. 1884	7 ya.	7 mos.
Gilboy, Sarah.	Boston.		Sept. 1878	7 ya.	4 mos.
Gordon, Eva.	Worcester.		Sept. 1878	7 ya.	4 mos.
Grady, James.	Lowell.	A very little at school.	Sept. 1883	12 ya.	8 mos.
Graichen, Herman.	Lawrence.		Sept. 1881	8 ya.	7 mos.
Hannafin, Edou E.	Greenfield.		Sept. 1883	10 ya.	2 mos.
Hall, William J.	Cambridge.		Sept. 1886	7 ya.	
Hallisey, Jeremiah.	Salem.		Sept. 1886	7 ya.	11 mos.
Harty, Belle P.	East Gloucester.		Sept. 1878	7 ya.	6 mos.
Haynes, Heber N.	Lawrence.		Sept. 1878	6 ya.	10 mos.
Hodgdon, Harry A.	Boston.	Public School 5 months.	Jan. 1888	8 ya.	1 mo.
Howard, Murry.	North Brookfield.	Horace Mann School.	Oct. 1888	10 ya.	11 mos.
Kane, Honora.	Worcester.		Sept. 1886	7 ya.	4 mos.
Kane, Nellie.	Marlboro.		Sept. 1886	9 ya.	
Keefe, Timothy W.	Thordike.		Sept. 1886	9 ya.	9 mos.
Kelly, Mary Ann.	Ware Village.		Sept. 1888	11 ya.	10 mos.
King, Ceila.	Westmore, Vt.		Sept. 1888	9 ya.	3 mos.
Kirby, John.	Westboro.		Sept. 1880	10 ya.	
Lamprey, Hattie E.	Epsom, N. H.		Sept. 1879	7 ya.	4 mos.
Lenfest, Ella.	East Cambridge.		Sept. 1884	7 ya.	3 mos.
Lombard, Lucie Viola.	Cambridgeport.	One year at Horace Mann School.	Sept. 1886	5 ya.	9 mos.
Mahoney, Mary.	North Andover.		Sept. 1879	7 ya.	
McCarthy, Lissie A.	North Brookfield.	A little in Public School.	Sept. 1886	11 ya.	1 mo.
McGrath, Michael.	Stow.	A little in Public School.	Sept. 1886	13 ya.	4 mos.

Mesley, William B.	Providence	Sept. 1879	8 yrs.	Spinal disease at 3 years; lost speech.
Mellen, William H.	Lowell	Sept. 1877	6 yrs.	Cerebro-spinal meningitis at 3 yrs., 6 mos.
Melodey, John	Brookton	Sept. 1886	7 yrs.	Unknown; before 4 years.
Mitchell, Jennie R.	Pesbody	Sept. 1879	9 mos.	Scarlet fever at 3 years, 6 months.
Mixer, Susie M.	Montreal, P. Q.	Sept. 1881	14 yrs.	Convulsions at 7 months; semi-deaf.
Morin, Philip	Monson	Sept. 1884	12 yrs.	Sores in the head at 3 years; semi-deaf.
Morris, Charles F.	Florence	Sept. 1885	10 yrs.	Blow on head at 8 years.
Morse, George W.	Ablington	Sept. 1878	7 yrs.	Congenital; semi-deaf.
Mountain, Edna	Newburyport	Sept. 1882	10 yrs.	Spinal disease at 3 years.
Mountford, John T. W.	Norwalk, Ohio	Oct. 1885	8 yrs.	Scarlet fever at 3 years.
Mullany, Alice	Worcester	Sept. 1882	11 yrs.	Scarlet fever at 6 years, 3 months.
Murphy, Catherine	Dedham	Mar. 1888	7 yrs.	Congenital.
Nolen, Francis R.	Salem	Sept. 1877	8 yrs.	Cerebro-spinal meningitis at 6 years.
Nugent, James A.	Fall River	Sept. 1885	7 yrs.	Congenital.
O'Neill, Margaret J.	Burlington, Vt	Sept. 1886	8 yrs.	Spinal meningitis at 2 years, 4 months.
O'Neill, Thomas	Holbrook	Sept. 1881	14 yrs.	Unknown, before 1 year.
Pavett, Samuel C.	Groton	Sept. 1881	14 yrs.	Scarlet fever at 3 years.
Potter, Willie W.	Worcester	Sept. 1878	6 yrs.	Cerebro-spinal meningitis at 15 months.
Prizer, Hattie E.	Brighton, Iowa	Sept. 1884	7 yrs.	A fall at 1 year, 8 months.
Pulver, Susie	Luzerne, N. Y.	Sept. 1882	14 yrs.	Illness at 1 yr., 3 mos.; slight hearing
Putnam, Edward J.	Rutland	Sept. 1884	7 yrs.	Congenital; slight bearing.
Quinn, David	Weston	Sept. 1879	5 yrs.	Scarlet fever at 13 mos.
Reynolds, Alma E.	Fitchburg	Sept. 1884	12 yrs.	Cerebro-spinal meningitis at 18 months.
Richardson, George E.	Northampton	Sept. 1877	9 yrs.	Spinal meningitis at 8 months.
Russell, Emily	Worcester	Sept. 1884	6 yrs.	Inflammation of brain at 2 years.
Shay, Anastasia	Springfield	Sept. 1886	7 yrs.	Congenital; slight hearing.
Shoughrow, John Fred.	Brookton	Sept. 1879	5 yrs.	Teething at 2 years; semi-deaf.
Silva, Rufino	New Bedford	Sept. 1885	13 yrs.	Not deaf; discharged.
Smith, Evelyn F.	Chicago, Ill.	Sept. 1887	7 yrs.	Spinal disease at 4 months.
Spencer, Erna	Columbus, Mo	Sept. 1885	13 yrs.	Sickness at 2 years.
Tebbetts, Carrie	Dover, N. H.	Sept. 1884	7 yrs.	Congenital; semi-deaf.
Trainer, Mary Kate	Pittsfield	Sept. 1884	13 yrs.	Abcesses in head at 1 1/2 years.
Trainer, John J.	Pittsfield	Sept. 1884	7 yrs.	Spinal meningitis in infancy; semi-deaf.
Turner, Sadie S.	Provincetown	Sept. 1883	7 yrs.	Scarlet fever at 1 year.
Ward, Mark E.	Cambridgeport	Sept. 1886	8 yrs.	Probably born deaf; semi-deaf.
Ware, Alice L.	Worcester	Dec. 1886	17 yrs.	Congenital.
Weeks, Lucy H.	Middletown, Ct.	Sept. 1878	7 yrs.	Scarlet fever at 5 years.
Wellbold, Albert E.	Lawrence	Sept. 1881	5 yrs.	Congenital.
Wells, Mary B.	Marblehead	Sept. 1881	8 yrs.	Inflam. of ear-drums, 1 1/2 yrs; ret. few wds.
Westropp, Thomas M	Springfield	Dec. 1887	8 yrs.	Cerebro meningitis at 2 years, 6 months.
Wheeler, Homer C.	Huntington	Mar. 1887	14 yrs.	Unknown.
Wheeler, Melvin H.	Northampton	Sept. 1882	10 yrs.	Cerebro-spinal meningitis at 10 months.
Willard, Jase	Northampton	Sept. 1880	9 yrs.	Scarlet fever at 3 1/2 years; lost speech.
Wise, Wilfrid A.	Fitchburg	Sept. 1886	7 yrs.	Congenital.
Wood, Elmer N.	Greenfield	Sept. 1884	7 yrs.	Congenital.
Wood, Annie M.	East Soughton	Sept. 1877	10 yrs.	Scarlet fever at 8 months.
Wordell, Carrie B.	Fall River	Sept. 1878	6 yrs.	Spinal meningitis at 1 year, 3 months.
Wordell, Carrie B.	Fall River	Sept. 1881	8 yrs.	Congenital.
Young, Florence P.	Salt Lake City, Utah	Sept. 1881	7 yrs.	Congenital.
		Sept. 1879	8 yrs.	Scarlet fever at 14 months.

Whole number of boys, 48.

Girls, 50.

Total, 98.



## TERMS OF ADMISSION.

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This Institution is intended for the instruction of deaf children and youth by the Oral Method. It provides for pupil's tuition, board, lodging, washing, fuel and lights, superintendence of health, conduct, manners and morals. The charges per year are for paying pupils two hundred and fifty dollars; for pupils paid for by the State, one hundred and seventy-five dollars; for tuition simply, fifty dollars; payable semi-annually in advance, the first week of each term. No deduction for absences except on account of sickness. Extra charges will be made for actual expenses incurred during sickness. *No pupil will be allowed to withdraw without weighty reasons to be approved by the School Committee or by the Governor of the Commonwealth.* See, also, the law in regard to State pupils on the inside of title page.

Applicants for State aid in Massachusetts should apply to the Secretary of the Board of Education, State House, Boston; in other New England States to the Governor or, to the Secretary of State. Forms of application will be furnished by the Secretary or by this Institution. The cost of clothing and travel as well as incidental expenses must be paid by the parent.

There are two terms in the year, of twenty weeks each, with a summer vacation of twelve weeks. Pupils cannot spend the vacation at school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

*This pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal, each term, for incidental expenses.*

Applications and letters for information must be addressed to Miss Caroline A. Yale, Principal of the Clarke Institution for Deaf-Mutes, Northampton, Massachusetts. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Pupils must *bring a certificate of vaccination*, and a list of the diseases they have had. The Institution is not an asylum, but a school of learning; and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and good moral habits.

Visitors are admitted only on Thursday afternoons, except for special reasons to be approved by the Principal.

## APPENDIX.

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### PAPERS, PERIODICALS, ETC.

The following papers have been sent to the pupils gratuitously the past year.

Hampshire Gazette, Northampton, Mass.  
Daily Paper for Our Little People, Rochester, N. Y.  
The Deaf-Mute Journal, New York City.  
Kentucky Deaf-Mute, Danville, Ky.  
The Goodson Gazette, Staunton, Va.  
The Nebraska Mute Journal, Omaha, Neb.  
Our Record, Buffalo, N. Y.  
Our Dumb Animals, Boston, Mass.  
Kansas Star, Olathe, Kansas.  
The Tablet, Romney, W. Va.  
The Deaf-Mute Mirror, Flint, Mich.  
Mute's Companion, Fairbault, Minn.  
Deaf-Mute Record, Fulton, Mo.  
Wisconsin Times, Delavan, Wis.  
Deaf-Mute Hawkeye, Council Bluffs, Ia.  
Maryland Bulletin, Frederick, Md.  
Deaf-Mute Optic, Little Rock, Ark.  
The Deaf-Mute Voice, Jackson, Miss.  
The Weekly News, Berkeley, Cal.  
Juvenile Ranger, Austin, Texas.  
The Mute Chronicle, Columbus, O.  
Our Little World, Philadelphia, Penn.

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Kansas Star, Olathe, Kansas.  
The Tablet, Romney, W. Va.  
The Deaf-Mute Mirror, Flint, Mich.  
Mute's Companion, Fairbault, Minn.  
Deaf-Mute Record, Fulton, Mo.  
Wisconsin Times, Delavan, Wis.  
Deaf-Mute Hawkeye, Council Bluffs, Ia.  
Maryland Bulletin, Frederick, Md.  
Deaf-Mute Optic, Little Rock, Ark.  
The Deaf-Mute Voice, Jackson, Miss.  
The Weekly News, Berkeley, Cal.  
Juvenile Ranger, Austin, Texas.  
The Mute Chronicle, Columbus, O.  
Our Little World, Philadelphia, Penn.

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**LIST OF PUPILS OF THE CLARKE INSTITUTION,  
FROM THE OPENING OF THE SCHOOL, OCTOBER, 1867, TO JUNE, 1887.**

NAME.	RESIDENCE.	AGE.	Time of Ent'g.	Time of Leaving	REMARKS.
Adams, R. Barclay	Montreal, P. Q.	13	1879	1887	
Aiken, Frank A.	Galveston, Texas.	14	1874	1876	Artist.
*Allen, Harry B.	Essex.	10	1872	1878	
*Allen, James D.	Montague.	11	1869	1873	Farmer; married.
Altham, Ella	Fall River.	8	1882		
Ames, Mary E.	Lynn.	7	1877	1887	
Andrews, Mary E.	Salem.	11	1870	1878	Factory operative.
Annan, Josephine A.	East Boston.	18	1868	1870	Married.
Babbitt, Harrie E.	Boston.	7	1869	1870	Druggist.
Baker, Joseph C.	Milton.	13	1871	1877	Wood engraver.
Bancroft, Elizabeth A.	Petersham.	15	1867	1868	
Beatty, Margaret	Jamaica Plain.	7	1878	1882	
Bellows, Herbert G.	Walpole, N. H.	10	1875	1879	
Benson, Margaret J.	Boston.	9	1872	1879	
Berry, Alice M.	Cambridgeport.	7	1878		
Berry, Clement E.	Spencer.	8	1880		
Berry, Dora F.	Cambridgeport.	5	1878		
Better, Mary	Monson.	14	1886		
Bierwirth, Arthur F.	St. Louis, Mo.	9	1884	1885	
Bosworth, Mary	Eastford, Conn.	6	1867	1868	Married.
Bowers, Frank E.	E. Longmeadow.	9	1867	1868	Derrick tender.
Bradley, George M.	Lenox.	10	1871	1875	

Bradley, Mary	No. Brookfield.	12	1883	1387	
Brown, Mary Lizzie	Kensington, N. H.	9	1867	1868	Married.
Bryant, Harriet L.	Greenfield.	15	1870	1873	Married.
Buck, Lucy E.	Stonington, Conn.	5	1876	1877	
Bunn, Frank	Moquoketa, Iowa.	17	1880	1882	Entered a hearing school.
Burbank, James P.	Salem.	9	1867	1876	Foreman of a printing office.
Burr, Frank G.	Dedham.	7	1876	1877	
Burton, Mary S.	Lynn.	10	1871	1878	Dressmaker.
Byfield, Edward E.	Chelmsford.	12	1884	1885	
Campbell, Lizzie	Amherst.	16	1877	1879	Factory operative.
Cargill, Erving H.	Monson.	7	1881		
Carlin, Willie	Peabody.	8	1886		
Carrigan, Charles	Littleton.	8	1881		
Castle, Mary	Newburyport.	10	1875	1884	
Chaffee, George O.	Granville Corners.	8	1876	1886	Farm laborer.
Chapman, Florence D.	West Hampton.	17	1875	1878	Housekeeper.
Cheevers, Matthew	Tyringham.	8	1871	1876	Weaver.
Clancy, Arthur H.	Cincinnati, O.	7	1879		
Clement, Annie	Russell.	12	1895		
Clinton, John	Jamaica Plain.	8	1886		
Clinton, Willie	Jamaica Plain.	6	1886		
Condon, Annie M.	Worcester.	6	1878		
Corless, Henry P.	Northampton.	7	1876	1885	Works in a cutlery.
*Cornwell, Fannie B.	Brooklyn, N. Y.	8	1877	1881	
*Coughlin, John	Boston.	7	1871	1874	
Cozzens, Ralph L.	Sherborn.	7	1880	1881	
Crocker, David P.	Barnstable.	8	1868	1868	

\*Deceased.

†Many of the young women find employment in their own homes.

NAME.	RESIDENCE.	AGE.	Time of Ent'g.	Time of Leaving	REMARKS.
Curtice, Fred	East Washington, N. H.	8	1886		
Cushing, Fannie M.	Boston.	11	1867	1870	
Cusick, Frances	Winchester.	8	1884		
DeLaite, George R.	Easton, Me.	11	1873	1877	
Des Rochers, Arthur C.	Brandon, Vt.	13	1875	1882	Working in a meat market.
Deyoe, Hettie B.	Beacon Hill, N. Y.	8	1878	1886	
Dillman, James W.	Toledo, Iowa.	18	1875	1877	Entered a hearing school ; printer.
Dudley, E. Theresa B.	Northampton.	13	1867	1871	
Ellsworth, Allie	Wilbraham.	7	1867	1877	Cooper.
*Eschemback, John F.	Brockton.	6	1877	1880	
Ewig, Barbara	Springfield.	6	1880		
Fahrenholz, Charles R.	East Boston.	5	1879		
*Farley, Terry	North Adams.	11	1884	1885	
Fechheimer, Abraham L.	Cincinnati, O.	9	1885		
Field, Alice M.	Westminster, Vt.	18	1871	1875	Teacher.
Fitzgerald, Catherine	Chicopee Falls.	7	1884	1887	
Forbes, Alice V.	Sherborn.	8	1871	1877	Married.
Forrest, Annie L.	Wilmingon, Vt.	7	1883		
Fowler, Nellie	Dayton, O.	10	1875	1878	
French, John Y.	Charlestown.	5	1867	1877	Operative in cotton mill.
*Frost, Ida L.	Washington.	14	1871	1874	
Garcelon, Samuel D.	Lewiston, Me.	15	1873	1874	Ent'd hearing school ; laster in shoe fact'y.
Gates, Anna	Fitchburg.	8	1872	1882	
Gilboy, Sarah	Boston.	7	1878		
*Gilligan, Edward O.	Somerville.	5	1875	1881	

Gordon, Eva	11	1885	1885	
Gould, Dannie W.	9	1878	1884	Printer.
Grady, James	8	1881		
Graichen, Herman	10	1883		
*Greene, Roscoe	18	1867	1870	
Habert, John	9	1881	1882	
*Haines, Joel L.	7	1868	1872	
Hall, Willie	7	1886		
Hallissy, Jeremiah	7	1878		
Hannafin, Nellie	7	1886	1887	
Harmon, Lilla M.	8	1873	1874	Entered a hearing school.
Harty, Belle P.	6	1878		
Hatch, D. Solon	10	1885	1885	Not deaf; feeble-minded.
Haynes, Heber N.	8	1886		
Hayward, Nellie M.	8	1875	1885	
Higley, Arthur D.	7	1875	1885	Turner in wood.
Hilts, Walter	7	1873	1874	
*Hitchcock, Frank E.	12	1876	1880	Entered a hearing school.
Hodgdon, Harry A.	10	1885		
*Hodgdon, Henry	7	1876	1877	
*Holland, George H.	14	1872	1876	Book-keeper.
Horgan, Timothy	6	1877	1878	
Houghton, Alice L.	14	1868	1871	Entered a hearing school.
Houghton, Edith F.	8	1873	1884	
Howard, Murty	7	1886		
Howes, Bertha	5	1867	1878	Absent parts of two years.
Howes, Edna J.	14	1873	1877	Teacher.

\*Deceased.

†Many of the young women find employment in their own homes.



NAME.	RESIDENCE.	AGE.	Time of Ent'g.	Time of Leaving.	REMARKS.
Howson, Clara E.	Shelburne Falls.	16	1881	1884	At domestic service.
Jacobs, Horace H.	Springfield.	13	1873	1875	Merchant ; married.
*Jaggard, Edwin B.	So. Deerfield.	5	1868	1873	
Jordan, Harry	Waltham.	9	1867	1875	Gas-fitter.
Kane, Honora	Worcester.	9	1886		
Kane, Nellie	Marlboro.	9	1886	1886	Not deaf ; feeble-minded.
Keefe, Timothy W.	Thorndike.	10	1885	1887	Not deaf ; aphasic.
Keith, Arthur	Bondsville.	7	1867	1875	Farmer.
Kelley, Alice G.	Westford.	5	1881	1882	
Kelley, Ella H.	Princeton.	18	1874	1876	
Kelly, Mary A.	No. Brookfield.	11	1883		
Kelly, Mary E.	Lynn.	17	1875	1878	Married.
Kenney, John S.	Woburn.	9	1872	1880	Wood carver.
Kenney, Julia	Woburn.	6	1872	1877	
Keogh, Michael J.	Assabet.	9	1867	1874	Blacksmith.
Kidder, Susan R.	Lowell.	18	1881	1882	Entered a hearing school.
King, Celia	Westmore, Vt.	9	1883		
King, John W.	Benson, Vt.	12	1879		
Kirby, John	Westboro.	10	1880	1884	Farm laborer.
*Kirwin, Alfred R.	So. Malden.	7	1868		
Kleinhans, Jacob	Chicago.	10	1872	1878	Engraver in watch factory.
Langdon, Willie S.	So. Wilbraham.	8	1867	1877	Printer.
Langley, Hettie E.	Epsom, N. H.	7	1879	1874	Book-keeper.
*Larkin, Winnie	Fitchburg.	7	1875	1876	
<i>Lawton, Martha M.</i>	No. Amherst.	8	1868	1869	

*Leeds, Albert L.	Northampton.	10	1882	1884	
Lendall, Grace N.	Essex.	7	1875	1885	Factory operative.
Lenfest, Ella	E. Cambridge.	7	1884		
Leonard, Mary A.	Athol.	19	1874	1875	
Lewis, Ormand E.	Cleveland, O.	8	{ 1870 1882 }	{ 1871 1883 }	
Lincoln, Ellen E.	Worcester.	5	1874	1884	Factory operative.
*Lincoln, Julia E.	E. Bridgewater.	6	1877	1882	
Litchfield, Eliza G.	Quincy.	7	1877	1879	
Lombard, Lucie Viola	Cambridgeport.	5	1886		
Loomer, Erwin G.	No. Brighton.	7	1873	1878	
Lord, George	Worcester.	6	1871	1880	Factory operative.
Luce, Henry C.	Cottage City.	7	1883	1883	
Macomber, Emma F.	Monmouth, Me.	18	1872	1875	Dressmaker.
Mahoney, Mary	No. Andover.	7	1879		
Martin, Mary F.	No. Adams.	8	1877	1885	
Marvel, Bertha	New Bedford.	7	1883	1884	
Mason, Edgar T.	New Bedford.	13	1868	1874	Shoemaker.
McCarty, Lizzie A.	No. Brookfield.	11	1885		
McCormick, Patrick L.	Taunton.	10	1882	1886	
McDonald, William H.	Gloucester.	8	1873	1880	
McGee, Alice	Marlboro.	9	1879	1885	
McGrath, Michael	Stow.	13	1885		
McKeag, Hugh C.	New Brunswick,*N. J.	7	1878	1882	
McNeil, John	Boston.	8	1868	1874	
McSheehy, Agnes L.	Fitchburg.	8	1879		
Mealey, William R.	Lowell.	6	1877		

\*Deceased.

†Many of the young women find employment in their own homes.

NAME.	RESIDENCE.	AGE.	Time of Ent'g.	Time of Leaving	REMARKS.
Mellen, William H.	Brockton.	7	1885		
Melody, John	Peabody.	7	1879		
Merchant, Helena	Deerfield.	7	1870	1880	At domestic service.
Minor, Kittie E.	Northampton.	5	1869	1880	Entered a hearing school.
Mitchell, Elizabeth	Columbus, O.	5	1869	1871	Entered a hearing school.
Mitchell, Jennie R.	Montreal, P. Q.	11	1881		
Mitchell, Thomas F.	Worcester.	9	1877	1882	Entered a hearing school ; chemist.
Mixter, Susie M.	Monson.	12	1884		
Moore, Ella D.	Lawrence.	10	1868	1870	House-keeper.
Moors, Mary	Fall River.	9	1876	1882	Factory operative.
Morin, Philip	Northampton.	10	1885		
Morris, Charles W.	W. Abington.	7	1878		
Morris, Fred O.	Pontiac, Mich.	16	1869	1870	
Morse, Etta M.	W. Brookfield.	17	1869	1875	Dressmaker.
Morse, George F.	Newburyport.	10	1882		
Morse, Walter F.	So. Dedham.	10	1868	1877	Steel engraver.
Mountain, Edna	Norwalk, O.	8	1885		
Mountford, John T. W.	Lowell.	11	1882	1887	Shoemaker.
Mowry, Lillian E.	Marlboro.	7	1878	1884	
Mullany, Alice.	Worcester.	7	1882		
Mullen, Annie	Monson.	8	1875	1884	At domestic service.
Munger, Willie D.	Bridgeport, Conn.	7	1868	1876	Wood carver.
Murphy, Catherine	Dedham.	7	1883		
Murphy, Michael	Brockton.	8	1876	1882	Factory operative.

Nelson, Cornelia M.	Poughkeepsie, N. Y.	6	{ 1869 1879 }	{ 1870 1881 }	
Nevers, Harry W.	Bridgeport, Conn.	11	1868	1873	Married.
Nichols, J. Daniel	Lynn.	11	1873	1877	Laundryman.
Nichols, Marietta C.	Arlington.	19	1868	1871	Married.
Nichols, Willie A.	Buckland.	7	1877	1884	
Nolen, Francis R.	Salem.	8	1877	1887	
Nugent, James A.	Fall River.	7	1885		
O'Neill, Margaret	Worcester.	7	1886		
O'Neill, Thomas	Burlington, Vt.	14	1881	1887	Factory operative.
Pavett, Samuel C.	Randolph.	7	1881		
Pearl, Annette	St. Johnsbury, Vt.	8	1877	1886	Entered a hearing school.
Perley, Lyman H.	Ipswich.	7	1869	1877	
Plummer, Jerome H.	Brooklyn, N. Y.	13	1867	1870	Entered a hearing school.
Pomeroy, Adella E.	Westfield.	8	1873	1880	Married.
Poor, Charles F.	Peabody.	9	1876	1886	Shoe cutter.
Porter, Isabel E.	Wrentham.	8	1867	1875	Married.
Potter, Willie W.	Groton.	6	1878		
Powers, Nellie	Worcester.	7	1884		
Pratt, Herbert P.	Fitchburg.	8	1875	1885	Works in a bakery.
Prizer, Hattie E.	Brighton, Iowa.	14	1882		
Pulver, Susie	Luzerne, N. Y.	12	1884		
Putnam, Edward J.	Rutland.	6	1877		
Quinn, David	Weston.	6	1878		
Redden, Laura C.	New York.		1870	1872	{ Special pupil in articulation and lip- reading. Married. An authoress.
Reynolds, Alma E.	Fitchburg.	9	1877	1887	At domestic service.

†Many of the young women find employment in their own homes.

NAME.	RESIDENCE.	AGE.	Time Ent'g.	Time of Leaving	REMARKS.
*Richardson, Eugene H.	Groton.	5	1874	1884	
Richardson, Florence J.	Groton.	6	1878	1886	Entered a hearing school.
Richardson, George E.	Northampton.	5	1880		
Kiddle, Robert M.	Philadelphia, Penn.	16	1873	1875	Entered a hearing school ; machinist.
Robbins, Alfred H.	Rochester, Ind.	11	1882	1885	
*Roberts, John	Boston.	7	1871	1877	Married.
Robinson, Hattie F.	Boston.	13	1868	1870	Factory operative.
Roby, Fanny	E. Boston.	7	1870	1880	
Root, Edna M.	Warren.	6	{ 1872 1884	{ 1880 1885	
Russell, Emily J.	Worcester.	6	1884		
Russell, Emma M.	Hallowell, Me.	7	1870	1882	
Sawyer, George C.	Charleston, S. C.	7	1867	1876	Book-keeper.
Scovill, Edith C.	Hudson, N. Y.	13	1877	1882	
Shay, Anastasia	Springfield.	7	1886	1886	Not deaf ; feeble-minded.
Sheahan, Thomas	Greenfield.	10	1872	1880	
Shepherd, Edith F.	Rochester, Ind.	6	1873	1884	
Shoughrow, J. Frederick	Brockton.	5	1879		
Silva, Rufino	New Bedford.	7	1877	1887	
Smith, Evelyn F.	Chicago, Ill.	13	1885		
Smith, J. Henry	Cambridgeport.	14	1875	1877	
Smith, William	No. Andover.	9	1878	1885	Mill operative.
Spaulding, Frank N.	Bellows Falls, Vt.	10	1883	1883	
Spencer, U. Erna	Columbus, O.	7	1884		
Spersfalsge, George	St. Louis, Mo.	12	1884		

St. John, Maria L.	Worcester.	5	1880	1884	
Swett, Lucy M.	Beverly.	17	1881	1882	Entered a hearing school ; teacher.
Tebbetts, Carrie	Dover, N. H.	7	1884		
Teele, Sarah F.	Somerville.	16	1868	1869	
*Thompson, Nellie	Worcester.	7	1877	1884	
Titcomb, Hubert S.	Newburyport.	11	1870	1875	Carriage maker.
Towle, Lewella	E. Boston.	7	1867	1875	Married.
Townsend, Clara J.	Philadelphia, Penn.	11	1872	1873	
Townsend, Harry W.	Philadelphia, Penn.	13	1872	1873	
Tracey, Cordelia	Holyoke.	8	1883	1883	Not deaf ; insane.
Trainor, John	Pittsfield.	8	1886		
Trainor, M. Kate	Pittsfield.	7	1883		
Tucker, Nellie F.	No. Brookfield.	10	1873	1882	House-keeper.
Turner, Sadie S.	Provincetown.	17	1885		
Underwood, Carlton J.	Ayer.	5	1874	1884	
Upham, Alice A.	Salem.	7	1873	1879	
Upton, Abbie D.	Bethel, Me.	6	1872	1873	
Ward, Harry K.	West Haven, Conn.	7	1867	1880	Works in a piano factory.
Ward, Josephine	West Haven, Conn.	5	1868	1880	House-keeping.
Ward, Mark E.	Cambridgeport.	7	1878		
Ware, Alice L.	Worcester.	5	1881		
Ware, Josephine M.	Worcester.	13	1869	1875	House-keeping.
Watson, Annie K.	Boston.	24	1875	1877	Writer for children.
Weeks, Lucy H.	Middletown, Conn.	8	1881		
Weinhold, Albert E.	Lawrence.	8	1877	1887	
Wells, Mary	Marblehead.	14	1887		
West, Lee R.	Westfield.	14	1884	1885	

\*Deceased.

†Many of the young women find employment in their own homes.

NAME	RESIDENCE	AGE	Time of Ent'g.	Time of Leaving	REMARKS.
Westropp, Thomas M.	Springfield.	10	1882		
Wheel, John E.	Huntington.	9	1880	1887	Factory operative.
Wheeler, Homer C.	Northampton.	7	1886		
Wheeler, Melvin H.	Northampton.	7	1884		
Whitaker, Z. Nellie	Hampton, Conn.	15	1882	1886	
Whittier, Mary E.	Bangor, Me.	9	1867	1875	Married.
Willard, Jane	Fitchburg.	7	1894		
Willey, Florence	Lockport, N. Y.	13	1871	1872	Teacher.
Wise, Wilfrid A.	Greenfield.	10	1877	1887	Carpenter,
Wood, Elmer N.	E. Stoughton.	6	1878		
Woodard, William F.	Marlboro.	8	1876	1884	Factory operative.
Wordell, Annie M.	Fall River.	8	1881		
Wordell, Carrie B.	Fall River.	7	1881		
Young, Florence P.	Salt Lake City, Utah.	7	1879		
Zabriskie, Alonzo M.	Aurora, N. Y.	13	1881	1882	
Zimmer, George E.	Lowell.	6	1874	1886	

†Many of the young women find employment in their own homes.

## THE MASSACHUSETTS LAW IN REGARD TO THE EDUCATION OF DEAF-MUTES.

[Chap. 179.]

AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF-MUTES OR DEAF  
CHILDREN.

*Be it enacted, etc., as follows:*

SECTION 1. With the approval of the board of education the governor may send such deaf-mutes or deaf children as he may deem fit subjects for education, for a term not exceeding ten years in the case of any pupil, to the American Asylum at Hartford, the Clarke Institution for Deaf-Mutes at Northampton, or to the Horace Mann School at Boston, or to any other school for deaf-mutes in the Commonwealth, as the parents or guardians may prefer; and with the approval of the board he may make at the expense of the Commonwealth such provision for the care and education of children who are both deaf-mutes and blind, as he may deem expedient. In the exercise of the discretionary power conferred by this act no distinction shall be made on account of the wealth or poverty of the parents or guardians of such children; no such pupil shall be withdrawn from such institution or school except with the consent of the proper authorities thereof or of the governor, and the sums necessary for the instruction and support of such pupils in such institution or school shall be paid by the Commonwealth: *provided, nevertheless*, that nothing herein contained shall be held to prevent the voluntary payment of the whole or any part of such sums by the parents or guardians of said pupils.

SEC. 2. Section sixteen of chapter forty-one of the Public Statutes and chapter two hundred and forty-one of the acts of the year eighteen hundred and eighty-six are hereby repealed.

SEC. 3. This act shall take effect upon its passage.

Approved, April 14, 1887.





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very fine, 2nd ed.

TWENTY-FIRST  
ANNUAL REPORT  
OF THE  
Clarke Institution for Deaf-Mutes  
AT  
NORTHAMPTON, MASS.,  
FOR THE  
Year Ending August 31, 1888.

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NORTHAMPTON, MASS.:  
GAZETTE PRINTING COMPANY.  
1888.







ROGERS HALL.



CLARKE HALL.



BAKER HALL.



DUDLEY HALL.



TWENTY-FIRST  
ANNUAL REPORT

OF THE

Clarke Institution for Deaf-Mutes

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending August 31, 1888.



NORTHAMPTON, MASS.:  
GAZETTE PRINTING COMPANY.  
1888.



(Chap. 300.)

**AN ACT RELATING TO DEAF-MUTES.**

*Be it Enacted, &c., as follows :*

**SECTION 1.** No beneficiary of this Commonwealth, in an institution or school for the education of Deaf-Mutes shall be withdrawn therefrom except with the consent of the proper authorities of such institution or school, or of the Governor of this Commonwealth.

**SECTION 2.** This Act shall take effect upon its passage. [*Approved May 17, 1871.*]

## OFFICERS AND CORPORATORS.

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### **PRESIDENT.**

LEWIS J. DUDLEY.

### **VICE PRESIDENTS.**

WILLIAM ALLEN,  
FRANKLIN CARTER.

### **CLERK.**

EDWARD B. NIMS, M. D.

### **TREASURER.**

LAFAYETTE MALTBY.

### **AUDITOR.**

WILLIAM P. STRICKLAND.

### **CORPORATORS.**

LEWIS J. DUDLEY, Northampton.  
WILLIAM ALLEN, Northampton.  
WILLIAM P. STRICKLAND, Northampton.  
GARDINER G. HUBBARD, Washington, D. C.  
F. B. SANBORN, Concord.  
HORATIO G. KNIGHT, Easthampton.  
HENRY WATSON, Northampton.  
FRANKLIN CARTER, Williamstown.  
EDWARD B. NIMS, M. D., Northampton.  
FRANKLIN BONNEY, M. D., Hadley.  
CHARLES MARSH, Springfield.

### **SCHOOL COMMITTEE.**

LEWIS J. DUDLEY, <i>Chairman</i> .	WILLIAM P. STRICKLAND,
HENRY WATSON,	EDWARD B. NIMS,
FRANKLIN CARTER,	HORATIO G. KNIGHT.

### **FINANCE COMMITTEE.**

HORATIO G. KNIGHT, *Chairman*  
HENRY WATSON,  
WILLIAM ALLEN.

# OFFICERS OF THE CLARKE INSTITUTION

*From its Organisation to the Present Time,*

JULY 15, 1867—OCTOBER 10, 1888.

## **PRESIDENTS.**

	<i>Elected.</i>	<i>Retired.</i>
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	1883
LEWIS J. DUDLEY,	1883	

## **CORPORATORS BY ACT OF INCORPORATION.**

	<i>Elected.</i>	<i>Retired.</i>		<i>Elect'd.</i>	<i>Ret'd.</i>
*OSMYN BAKER,	1867	1875	THEODORE LYMAN,	1867	1868
WILLIAM ALLEN,	1867		HORATIO G. KNIGHT,	1867	
LEWIS J. DUDLEY,	1867		*JOSEPH A. POND,	1867	1867
JULIUS H. SEELYE,	1867	1887	WILLIAM CLAFLIN,	1867	1873
GEORGE WALKER,	1867	1876	*JAMES B. CONGDON,	1867	1879
GARDINER G. HUBBARD,	1867		*THOMAS TALBOT,	1867	1885

## **CORPORATORS BY ELECTION.**

JOSEPH H. CONVERSE,	1868	1870	EDWARD HITCHCOCK,	1877	1887
*JONATHAN H. BUTLER,	1868	1868	JOHN D. LONG,	1880	1883
F. B. SANBORN,	1868		WM. P. STRICKLAND,	1883	
J. HUNTINGTON LYMAN,	1870	1877	FRANKLIN CARTER,	1884	
*SAMUEL A. FISK,	1873	1884	EDWARD B. NIMS,	1885	
HENRY WATSON,	1875		*FRANCIS H. DEWEY,	1886	1888
*CHARLES DELANO,	1877	1883	FRANKLIN BONNEY,	1887	
			CHARLES MARSH,	1888	

## **TREASURERS.**

OSMYN BAKER,	1867	1869	LAFAYETTE MALTBY,	1869
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## **PRINCIPALS.**

HARRIET B. ROGERS,	1867	1886	CAROLINE A. YALE	1886
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## **ASSOCIATE PRINCIPALS.**

CAROLINE A. YALE,	1873	1886	ALICE E. WORCESTER,	1886
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## **STEWARDS.**

HENRY J. BARDWELL,	1870	1883	FREEMAN C. CARVER,	1883
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\*Deceased.

# OFFICERS AND INSTRUCTORS.

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## PRINCIPAL.

( CAROLINE A. YALE. )

*Associate Principal and Special Teacher of Articulation.*

\*ALICE E. WORCESTER.

*Teacher of Drawing.*

CLARA W. LATHROP.

## INSTRUCTORS.

( RUTH WITTER,	A. JOSEPHINE VINTON,
( KATHARINE FLETCHER )	( ELLA SCOTT )
MARY KATHAN,	ANNIE L. FISH,
( FANNIE W. GAWITH )	( MARION S. SMITH )
†RACHEL C. FISH,	( ALICE M. FIELD, )
REBECCA E. SPARROW,	( ALICE R. BRAY. )

## STEWARD.

FREEMAN C. CARVER.

## MATRON.

HARRIET O. YALE.

## ASSISTANT MATRONS.

( MARY SMITH, )	SARAH H. SMITH.
-----------------	-----------------

## ATTENDANTS.

SARAH HASKINS,	ANNIE F. NYE,
EMMA J. PRESCOTT,	( ELLEN M. STANLEY. )

## MASTER OF CABINET SHOP.

N. B. LUCIA.

## FARMER AND ENGINEER.

REUBEN ROBINSON.

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\*Absent.      †Absent a part of the year.



## Report of the Corporation.

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*To the Massachusetts Board of Education :*

GENTLEMEN : The past year, ending August 31st, 1888, has been one of increased success and prosperity to the Clarke School. It had during the year 99 pupils and ended with 94—Girls 51, Boys 48 ; in the Primary Department 42 ; in the Grammar Department 57 ; boarding pupils 98 ; day pupils 1. Of the whole number, 82 were from Massachusetts, 3 each from Vermont and New Hampshire, 4 from Ohio, 2 from Canada, and one each from New York, Illinois, Missouri, Iowa and Utah.

In mental culture, more rapid progress is believed to have been made by the pupils than formerly. The testimony of a competent and disinterested visitor of the school for years, is that at his last visit he found better work done than ever before.

The number instructed in drawing has been 40 ; in wood carving 7 ; in cabinet work, carpentry, and seating cane-bottomed chairs 25. The girls have been taught light housework and sewing.

Good health has been universal among the pupils, and there has been unusual exemption from even slight and temporary ailments. The Associate Principal has been absent through the year, and another excellent teacher during most of it, from ill-health. None were regularly graduated at the end of the year, because no class had completed the course of study requisite thereto. Fifteen left school and two had been previously expelled.

During the year, a young pupil who had left the school some months before from ill-health, died in Vermont, and the last

week of the year was saddened by the accidental drowning of two pupils while bathing. No pupil has ever died of disease at the school during the twenty-one years of its history.

The School expenses proper have been for the year \$28,850.98. Our finances are in a flourishing condition, our fund is unimpaired, and the income from it the past year has been \$18,250.93, being a trifle more than last year.

The number of pupils enrolled for the current year (1888-9) is 104, of whom there are present 98 ; boys 46, girls 52 ; in the Primary Department 53, and in the Grammar Department 45.

This Board has to lament the loss by death during the past year of one of its members, Hon. Francis H. Dewey of Worcester. Though he had been but recently elected to the Board, his relationship of son-in-law to the founder of the school, and a single day's attendance upon its graduating exercises, social gathering and business meeting, had inspired him with an enthusiastic interest in its character and mission which promised efficient co-operation on his part. This Report is not the proper medium through which to detail his multifarious philanthropic activities, local and general, his services twelve years as a judge of the Superior Court of the State, and the responsible financial position which he held in the Corporation of his Alma Mater, Williams College.

#### OUGHT THE SCHOOLING OF DEAF STATE PUPILS TO BE LIMITED IN ALL CASES TO TEN YEARS ?

The solitude and loneliness of the deaf-born child can hardly be conceived by one who is familiar with the voice of father and mother, sister and brother, and all the multifarious resonance of a noisy world. It is perhaps best portrayed in the experience of the Arctic explorer who left his ship and his companions at the midnight of a sunless six months, went to a distant snow-clad elevation and sat down. Amid the splendors of the Aurora Borealis, all above and around him was inexpressibly grand and awe-inspiring. "But oh," said he, "that stillness—that awful stillness—that almost audible stillness ! I could not endure it. I had to hurry back to the ship and to the sound of human voices." The stillness of the totally deaf child is equally profound, and is confined to no latitude. The child must endure

it, for it cannot hurry back to the sound of human voices. If not utterly dismayed thereby like the Arctic explorer, because ignorant of anything better, yet it must needs live in a terribly isolated world of its own.

The Almighty thunders in the heavens and the child doesn't know it, unless He shakes air and earth, and then it feels it. All the movements of persons and of things around it indoors and outdoors, are as noiseless as the tread of a ghost. In the social or family circle, the interchange of thought may be instructive or merry, but the little solitaire therein is none the wiser or merrier. The child, it may be, is taken to church, but prayer, song and sermon are all alike, a voiceless, noiseless panorama. It kneels, it may be, with the rest in family worship, but hears nothing, understands nothing, and wonders what it all means.

This child, perchance, at seven years of age, is put at school. In nine cases out of ten, it has but a pitiful mental preparation therefor. The hearing child at this age has learned the most practical part of its mother tongue from its mother's lips, as well as from the daily talk of others around it at home and abroad.

It will take the deaf child more than four years to reach the same vantage ground with which the hearing child begins school life. This leaves less than six years for ordinary instruction. Even during this time its progress is terribly handicapped by deafness. It can learn only through the eye, involving tiresome repetition, and not much out of school hours, whereas the hearing child learns through both eye and ear with rapidity and certainty, and gets enlightenment and expansion of mind in subsidiary ways during most of its waking hours.

Yet to the deaf pupil, only ten years of schooling are allowed, while to the hearing pupil no limit is prescribed. The latter, after acquiring a better English education than any deaf child can possibly acquire in ten years, may remain in school till prepared for any college for males or females in the country. Is there any good reason for such discrimination? Both classes alike receive their schooling at public expense. No adequate justification is to be found in the matter of board. About one-third of the deaf pupils of the State board with their parents and attend the Boston day school, while nearly half the cost,



both of board and tuition for the other two-thirds, is defrayed by the funds of the two schools to which they are sent.

The extension or removal of the ten years limit would cause but trifling expense to the Commonwealth. The present average school life of deaf pupils is much less than ten years. As in other schools, some drop out from their own fault, some from the fault of parents, and some from causes beyond human control. The school life of others is shortened by the indigence of families which need their service as soon as they are capable of remunerative labor.

It is only a few of the more gifted and aspiring to whom the present limitation is a grief and a hardship. It is the same few, too, who would make the best return to the public for enlarged opportunity.

Of our 99 pupils last year, 13 were precluded from returning to school by the ten years limitation, but the Corporators allowed the more meritorious of them, to the number of five, to continue school life another year, wholly at the expense of the Institution. In New York State, which has seven schools for the deaf, all pupils are allowed eleven years, and those of exceptional capacity and promise, fourteen years. Maryland, Illinois, Minnesota and California have discovered no propriety in making an obstacle to facility in learning, a reason for shortening the opportunity to learn, and so impose no more limit to the schooling of deaf than to that of hearing children.

It is greatly to be desired that the existing law on the subject in Massachusetts, should be at least so modified as to vest in the executive of the Commonwealth discretionary power to prolong school life beyond ten years to individual pupils properly recommended therefor by the school officials conversant with them.

### TERMINOLOGY.

The incongruities and absurdities of designation in respect to the deaf and their schools, to be found almost daily in writing or print, would be amusing did they not indicate degraded notions in regard to both on the part of the public. In applications for admission, our Oral School is sometimes called a Deaf and Dumb Asylum. Of our two pupils recently drowned, one

had been speaking more than ten and the other more than six years ; one of the two with uncommon distinctness. A newspaper in the vicinity designated both as "deaf and *dumb mutes*." Applications for admission are not infrequently addressed to the "Principal of the Clarke Institution for Deaf and *Dumb Mutes*." Within the past three years we have received letters from parents who had just been told that a loved child was "deaf and dumb." If teachers of the deaf, who from habitual and life-long usage have become insensible to the full import of these words as understood by the public, could read these letters, we think they would be slow to perpetuate the needless use of this phraseology.

We have also letters from several deaf ladies of Massachusetts of high culture and refinement, who either never became wholly mute or who have acquired intelligible speech and lip reading. Two of these ladies are accomplished writers for the public press. As we have formerly expressed our views of current terminology at some length, and as we are not disposed to make this subject a hobby, we leave for the most part these two ladies to speak for themselves and their associates. Only one of them has given leave to publish her letter in full over her own signature. This lady was made deaf by scarlet fever when eight years of age. She never wholly lost speech, and after a lapse of several years, when the teaching of articulation came in vogue, it was revived and improved by Prof. Bell, Miss Fuller of the Boston school, and others.

Her education when deafness began was no more advanced than that of the average child at the same age. Her present mental culture has been attained by her own systematic and prolonged study, reading and thinking without the aid of college or school. We make a specimen of her literary work a prelude to her letter by way of showing that her present views and feelings do not spring from intellectual weakness or morbid sentiment. It is only one of many contributions to a prominent religious journal of Boston, subsequently gathered into a little volume, and of as many more since written and not contained in any volume :

## GOD'S CARE.

Not a brooklet floweth  
Onward to the sea,  
Not a sunbeam gloweth  
On its bosom free,  
Not a seed unfoldeth  
To the glorious air,  
But our Father holdeth  
Each within His care.

Not a floweret fadeth,  
Not a star grows dim,  
Not a cloud o'ershadeth,  
But 'tis marked by Him.  
Dream not that thy gladness  
God doth fail to see ;  
Think not in thy sadness  
He forgetteth thee.

Not a tie is broken,  
Not a hope laid low,  
Not a farewell spoken,  
But our God doth know,  
Every hair is numbered,  
Every tear is weighed  
In the changeless balance  
Wisest love has made.

Power eternal resteth  
In His gracious hand ;  
Love immortal hasteth  
Swift at His command.  
Faith can firmly trust Him  
Through the darkest hour ;  
For the key she holdeth  
To that love and power.

# THE LETTER.

AUBURNDALE, August 11th, 1888.

*Dear Mr. Dudley :*

I cannot forbear to utter my protest against a practice which seems to me out of harmony with the spirit of the nineteenth century.

Nothing so hinders my own progress, or so wounds my sensibilities as the discovery that persons whom I supposed to know me well and to understand my position clearly, are constantly speaking and writing of me as "deaf and dumb."

One year ago my name was mentioned in a Chicago paper in connection with some religious enterprise in which I had borne a part. The notice would have been gratifying had I not been spoken of as "deaf and dumb," and this, too, when the article was dictated by a person who had heard me talk, and even conversed with me !

More recently, I went into a Boston church and found the seat next to me occupied by a lady whom I knew, and with whom I had a few moments conversation before the service began. Soon another person took the seat behind, a stranger to me, but not to my friend, who turned to her and said : "This young lady is deaf and dumb."

Now, I had just been talking to her, answering half-a-dozen questions, and the absurdity of it made me smile, though I felt the sting all the same. Suppose this lady herself to become suddenly deaf, would she not be affronted if we were to call her "dumb" also ?

I could name a dozen deaf ladies, all of whom talk and read the lips to a greater or less extent, who could tell you of just such incidents, and would express, just as strongly, the pain thus needlessly inflicted upon them. The more we mingle in general society, the more trials of this kind do we meet—proving how universal is the custom of using such phraseology.

Of course we all know that there is no intention to be unkind. (It is mere thoughtlessness, the result of long habit.) But it is a habit most pernicious in its effects, both upon the victims of it and upon the general public. If adopted by teachers of the deaf, I can only say they are defeating the very objects for which they labor.

It is not probable that *we* shall ever see much change in this particular. But we would plead for the rising generation, that they, at least, may not begin their career weighted with such an incubus. Deafness is a trial of sufficient heaviness. Why should the burden be unnecessarily doubled?

We do not complain of being mentioned as simply "deaf." That is our misfortune, and for it we are not responsible. But where we have struggled hard to gain position in business, or literary and social circles, imagine what it must be to find before us a great blank wall which we can neither surmount nor throw down—the wall of popular prejudice, which decrees that we shall be "deaf and dumb," and nothing else, forever!

Such a use of language I can only characterize as *false, absurd and cruel*. It is false, because dumbness has no real existence, even with those who have not learned to speak, being simply the result of deafness—the lack of use, not the lack of possession of the organs of speech. It is absurd because so frequently applied to those who talk constantly and fluently. It is cruel, because it hurts the feelings of hundreds who ought to be assisted and encouraged—not kept back and depressed.

It would be wiser, in my opinion, never to mention deafness at all, except when necessary. But, if it must be mentioned, let it be in a way that is true, reasonable and kind. Call us "deaf ladies," "deaf gentlemen," "deaf people," but *never* "deaf and dumb." We ask this in the name of humanity—not as an act of benevolence but as one of simple justice.

Yours respectfully and cordially,

ALICE C. JENNINGS.

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The second of the two writers for the public press, dislikes derogatory epithets applied to the deaf "for the same reason that she dislikes the word 'cripple' applied to one who is lame, because it is giving undue importance to a merely physical infirmity and creates a false impression in the minds of others." She thinks the blind receive more respectful sympathy than the deaf, because they have never been disparaged by obnoxious epithets. She says, "taking the world together, there are few, if any, who have not some physical imperfection. To be con-

sistent, therefore, why not classify the whole human race according to their infirmities?" Particularly with respect to authors, she suggests that if Dr. Kitto is always to have "deaf and dumb" or "deaf mute" appended to his name, although he never lost his speech, fairness and consistency require such designation of others as Milton the blind, Byron the cripple, Keats the consumptive, Carlyle the dyspeptic, etc. Of course this is intended only as playful satire.

But it is not to be wondered at that deaf ladies of culture and refinement, especially those who have never lost or have acquired speech, should feel humiliated and disgusted at finding an epithet, by which the whole brute creation is characterized, appended to their names about every time their names are spoken or put in print. Yet these ladies and a multitude of other persons can hardly expect better treatment till the current terminology is changed at its inspiring source.

Of the 69 schools for the deaf in this country, just one third have "deaf and dumb" as a part of their corporate name. Of the teachers of the deaf, probably a majority more or less habitually use the same designation of their pupils. Is it economy or wisdom on the part of a Commonwealth to spend \$50,000 or \$100,000 to establish a school, tens of thousands annually in its support, and in the *very name* it gives to the school exaggerate the *actual* infirmity of the pupils, humiliate and dishearten the most intelligent and sensitive ones, and put all on a degraded level in the vague estimation of the public? Is it economy or wisdom on the part of teachers to devote life's labor to the elevation, and at the same time use needless terminology to the depression of their pupils?

All this might be made otherwise without costing any Commonwealth a dollar, or any teacher an hour's labor, and that without harm to any human being or human interest.

For the Corporation,

LEWIS J. DUDLEY, *President*.

# Financial Statement

## OF THE CLARKE INSTITUTION,

FOR THE YEAR ENDING AUGUST 31, 1888.

### RECEIPTS.

From the Clarke Fund and Reserve,	\$18,250.93	
“ Lippitt Fund,	31.96	
“ Whiting Street Fund,	77.34	
“ Green Fund,	18.90	
“ State of Massachusetts,	12,794.75	
“ Other States and pupils,	3,659.37	
“ Farm, Stable, &c.	350.00	
	<hr/>	\$35,183.25

### EXPENDITURES.

#### CURRENT.

For Salaries and Wages,	\$14,316.65	
“ Groceries and Provisions,	6,053.68	
“ Furnishing,	888.61	
“ Fuel and Lights,	4,534.13	
“ Repairs,	1,420.39	
“ Cabinet Shop,	1,229.59	
“ Farm and Stable,	411.49	
“ School Incidentals,	289.49	
“ General Incidentals,	1,285.63	
	<hr/>	\$30,429.66

#### SPECIAL.

“ Surplus to Street and Green Funds, \$	78.20	
“ Prizes from Lippitt Fund,	50.00	
“ Insurance,	926.50	
“ Reserve Fund,	3,416.11	
“ Repairs on Dudley Hall,	282.78	
	<hr/>	\$4,753.59
		<hr/>
		\$35,183.25

## Report of the Principal.

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*To the Board of Corporators:*

GENTLEMEN: Allow me at this time to present the school report for the year ending August 31, 1888.

The whole number of pupils on the list during the year was ninety-nine. The largest number present at any one time was ninety-six. It was deemed advisable at the opening of the year to transfer a larger number than usual from the Primary to the Grammar department. By this means the upper department outnumbered the lower for the first time in the history of the school. The general work of the classes was much the same as has been detailed to you in previous reports, and in every grade thorough, efficient work was done. We regret to record the absence of our Associate Principal, Miss Worcester, during the entire year, and of Miss Rachel Fish, a teacher of experience and ability, during the greater part of the year.

You are, gentlemen, to be most heartily congratulated upon having at the present time in your corps of instructors a larger number of teachers of experience and skill than at any previous period. This fact forms a basis for hope of an increase in the amount and value of the work of the coming years.

The general health of our pupils was remarkable during the entire year; our hospital rooms were unused; there was not a single case of serious illness in our family, but, despite that, we are forced to record the death of three pupils:

Annie L. Forrest, the daughter of a Vermont clergyman, came to us in her eighth year a delicate, sensitive child. She had been four years and a half in our Primary School and was anticipating her promotion to the Grammar department in September. During the winter her health failed until, in January,



we advised her removal to her own home. Though we had grave fears as to her recovery, neither we nor her friends anticipated so rapid a development of the disease as followed. On the thirteenth of April she fell asleep and woke to find herself in the presence of the Master she had learned to love while yet in the care of earthly parents and teachers. The development of her now unfettered nature is in the care of one whose power knows no hindrances nor limitations. She possessed a good mind and during the years she had been with us she had acquired speech and lip-reading to such an extent that she was spoken of at home as being able to "converse readily with her friends and playmates." Her understanding and use of language was good, and her comprehension of subjects taught was clear. Her interest in religious instruction was always very marked, and its effect upon her character was most happy.

A week before the close of the year, on a holiday afternoon, two of our boys, Edward J. Putnam and George E. Richardson, were drowned. They yielded to the temptation, so strong for every healthy boy, to go into the river with other boys bathing, and, though one was a good swimmer and the other was not, both shared the same sad fate. The older of the two, Edward J. Putnam of Rutland, entered school in his seventh year, and had been with us the full ten years allowed by the state to the pupils in its care, and he had also remained, by your permission, an additional year free of expense to the state. Possessing a sturdy, self-reliant nature, he looked forward to the independence of after-school life with great pleasure, chiefly, however, that he might then be a help in the home that watched for his coming. The younger of the two boys, George E. Richardson, had been in our school as a day pupil eight years, entering at the age of five. The family had removed to Northampton from New Hampshire to educate this, their oldest child. He had been a bright and interested pupil and had made good progress in his studies.

In behalf of the officers and pupils of the school, and of the families of these two boys, we wish here to record our deep gratitude to the Rev. Isaac Clark, pastor of one of our city churches, for the recovery of both bodies from the water. It seemed but fitting that he should be the one chosen to conduct the brief, religious services held over the bodies he had risked

his life to give back to us. The sad record of the year should, however, be read in the light of the fact that never before within the twenty-one years of our school's history have we known what it was to have death take a child from our midst. Only once, indeed, before has a member of our school died during the school year, and he was a day pupil always irregular in attendance by reason of serious ill-health. Acute disease has never taken pupil or teacher from our family. So, while we sorrow beyond expression, we can but give thanks for the very unusual record of the years.

In our last report we spoke on one or two topics in regard to which the current number of the "American Annals of the Deaf" contains some statements, made by the editor, which it seems to us well to quote here for the benefit of some who will not see the pages of that periodical.

### SCHOOL AGE.

"There is a difference of opinion among experienced teachers as to the best age for sending deaf children to school. On the one hand, such children have so much to learn as compared with hearing children that their education ought to be begun as early as possible; on the other, there are obvious objections to taking them away from their homes—as in the great majority of cases is necessary in order that they may receive proper instruction while they are still young. The decision must depend largely upon the circumstances of the individual, and the facilities offered by the State in which he resides. Where the term of instruction afforded by the state is limited to six or seven years, and where children are surrounded by favorable influences at home, probably ten or twelve is the best age for them to be sent to school, since experience has shown that the six or seven years following that age are those in which the most can be accomplished for the physical, mental and moral development of the deaf mute; but where, as is the case in some States, there is no limit to the term of instruction, where proper provision is made for the care and teaching of the little children by kindergarten methods apart from the older pupils, and especially where the home influences are bad, it is desirable to send them as young as six years of age. From six to ten

they will make less progress at school than from ten to fourteen, but if, in addition to those four years under ten, they remain six or seven years longer, they will be able to acquire a much fuller mastery of the language of their fellow men, and to reach a far more advanced stage of education in all respects than if their education had not been begun until the years of childhood were passed."

### PRIVATE INSTRUCTION AT HOME.

"It has been said by a high authority that 'the best deaf-mute school is a school of one pupil,' but the statement is not to be received without some qualification. In order to attain a mastery of spoken or written language the more individual attention the deaf child receives the better, and in this respect private instruction at home has a decided advantage over class instruction at school. On the other hand, the child taught alone at home, and thus lacking the stimulus of association with others placed on an equal footing with himself, is apt to become listless in study and melancholy in disposition. The best advice, therefore, to be given to parents whose means enable them to provide a private teacher is this: Obtain a competent tutor or governess for your child at three or four years of age. Let the efforts of this teacher for seven or eight years be devoted almost wholly to giving the child language, articulation, and speech-reading by the natural or intuitive method, which imitates as closely as the nature of the case allows, the manner in which hearing children learn to speak, and let the teacher's efforts be heartily seconded by all the other members of the family. When the child is ten or twelve years old send him to school to pursue other branches of study and complete his education. The command of idiomatic language acquired by the home training is something that could not be imparted at school, while the moral and intellectual training received at school could not be attained at home.

Intelligent parents and friends, whose pecuniary circumstances do not allow them to employ a private teacher, can themselves do a great deal in the way of preparing their deaf children for school life by forming in them habits of order and obedience, and by teaching them the use of pencil and pen,

counting, and common words in their written forms. If the child already possesses speech gained before hearing was lost, great efforts should be made to retain the speech and to cultivate the habit of reading the speech of others. If any hearing exists, it should be utilized in practice. \* \* \* In all cases the deaf child should be governed with the same firmness as his hearing brothers and sisters. While due allowance should be made for his inability to understand, and he should be protected as far as possible from the teasing of playmates, he can and should be taught strict obedience to parents, and due respect for the rights of others."

The work from the Cabinet Shop and Sewing Room during the year showed commendable zeal on the part of the pupils, as well as faithfulness on the part of the instructors. Prizes were awarded in these departments as well as in the school. A small class in wood-carving was formed during the last term. The experiment proved so satisfactory that a regular class will be established the ensuing year.

With the close of the year, the term of schooling allowed by the State expired for eleven pupils. There were, also, in our school two others who had been retained during the year free of expense to the State. Again, the generosity of your board has shown itself by granting additional time to those of this number who were recommended for such honor. Three—David Quinn, Annie Condon and Dora Berry—avail themselves of this opportunity to study further, and are to return for the next year entirely at the expense of the institution.

We have this year to record our hearty thanks for gifts of money for prizes, books for our library and games for our play-rooms; also curiosities and mineralogical specimens collected in Colorado by Miss Rogers.

Respectfully submitted,

CAROLINE A. YALE.

Oct. 9, 1888.

## PRIZES.

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### ARTICULATION (LIPPITT FUND).

#### *Awarded Monthly.*

Mary E. Atzback,	Edgar Mackrille,
Willie Carlin,	William R. Mealy,
Charles Carrigan,	Janet R. Mitchell,
Annie F. Clement,	Susie M. Mixer,
Michael J. Dorgan,	Catherine Murphy,
Abraham Fechheimer,	Hattie E. Prizer,
Albert Ghisla,	David Quinn,
Herman Graichen,	Emily J. Russell,
Jeremiah Hallissey,	J. George Sperfslage,
William J. Hall,	Mary K. Trainor,
Murty Howard, (2)	Homer C. Wheeler,
John Kirby,	Annie M. Wordell, (3)
Hettie E. Langley,	Florence P. Young.

### LANGUAGE AND PENMANSHIP (LIPPITT FUND).

#### *Awarded Monthly.*

Ella Altham, (2)	Ella H. Lenfest,
Mary E. Atzback,	Michael McGrath (2)
Mary Betters, (2)	William R. Mealey (3)
Fred B. Curtice,	John J. Melody (2)
William T. Clinton, (2)	Edna Mountain,
J. Frances Cusick,	James A. Nugent,
Barbara Ewig,	Margaret O'Neill,
Murty Howard,	U. Ernestine Spencer,
Henry A. Hodgdon,	Carrie A. Tebbetts,
Mary A. Kelly,	Thomas Westropp (2)
Celia King,	Melvin H. Wheeler,
John Kirby,	Florence P. Young.

LIP-READING (GIVEN BY A FRIEND).

*Awarded Semi-annually.*

Arthur H. Clancey,  
Fred P. Curtice,  
Annie L. Forrest,

J. George Sperfslage,  
Hattie E. Prizer,  
Homer C. Wheeler.

CABINET WORK.

J. George Sperfslage,

David Quinn.

SEWING.

Belle P. Harty.

GENERAL IMPROVEMENT.

*Awarded Semi-annually.*

Arthur H. Clancy,  
Albert Ghisla,  
John Kirby.

Agnes L. McSheehy,  
Jane M. Willard,

## COURSES OF STUDY.

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### *Primary Course.*

Kindergarten Exercises.  
Articulation.  
Writing.  
Language.  
Arithmetic—(the four elementary rules).  
Geography.  
Drawing.

### *\*Common or Grammar Course.*

Articulation.  
Language.  
Arithmetic (mental and written), through interest.  
Geography.  
History of the United States.  
General History.  
Lessons on General Subjects.  
Elementary Grammar.  
“     Physiology.  
“     Zoölogy.  
“     Botany.  
“     Natural Philosophy.  
“     Physical Geography.  
Drawing,—Object and Cast.

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\*In order to graduate, pupils must have seventy-five per cent. in the semi-annual written examinations of the last two years of the course.

*High Course.*

Articulation.

Arithmetic (completed).

Algebra.

Geometry.

Physiology.

Zoölogy.

Botany.

Geology.

Physical Geography.

Astronomy.

Natural Philosophy.

Chemistry.

General History.

Grammar and Analysis.

Rhetoric.

English Literature.

Political Economy.

Psychology.

Drawing — { Cast,  
Instrumental,  
Crayoning or Water Colors.



## CATALOGUE OF PUPILS.

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Altham, Ella	Fall River.
Atzback, Mary E.	Springfield.
Berry, Alice M.	Merrimac.
Berry, Dora F.	Merrimac.
Berry, Clement E.	Spencer.
Betters, Mary,	Monson.
Cargill, Erving H.	Monson.
Carlin, Willie	Peabody.
Carrigan, Charles,	Littleton.
Clancy, Arthur H.	Cincinnati, O.
Clement, Annie F.	Russell.
Clinton, John F.	Jamaica Plains.
Clinton, William T.	Jamaica Plains.
Condon, Annie M.	Auburn.
Coombs, Reta A.	Hyde Park.
Costello, Johanna	Worcester.
Curtice, Fred P.	E. Washington, N. H.
Cusick, J. Frances	Winchester.
Dorgan, Michael J.	Lawrence.
Ehlert, Arthur H.	South Lincoln.
Ellis, Belle	Montreal, P. Q.
Ewig, Barbara	Springfield.
Fahrenheit, Charles R.	East Boston.
Fechheimer, Abraham L.	Cincinnati, O.
Feehan, Mary	Ware.
Forrest, Annie L.	Proctorsville, Vt.
Ghisla, Albert	Boston.
Gilboy, Sarah	Boston.
Gordon, Eva	Worcester.

Gour, Henry  
 Grady, James  
 Graichen, Herman  
 Hall, William J.,  
 Hallissey, Jeremiah  
 Harty, Belle P.  
 Haynes, Heber N.  
 Hodgdon, Henry A.  
 Howard, Murty  
 Kane, Honora  
 Kelley, Mary A.  
 King, Celia  
 Kirby, John  
 Langley, Hettie E.  
 Lenfest, Ella H.  
 Leno, George C.  
 Lombard, L. Viola  
 Mackrille, Edgar  
 Mahoney, Mary  
 McCarty, Lizzie A.  
 McCarty, Mary  
 McGrath, Michael  
 McSheehy, Agnes L.  
 Mealey, William R.  
 Mellin, William H.  
 Melody, John J.  
 Mitchell, Janet R.  
 Mixter, Susie M.  
 Morin, Philip  
 Morris, Charles W.  
 Morse, George F.  
 Mountain, Edna  
 Mullany, Alice  
 Mullen, Sarah  
 Murphy, Catharine  
 Nugent, James A.  
 O'Neill, Margaret J.  
 Pavett, Samuel C.  
 Potter, Willie W.  
 Powers, Ellen T.

Marlboro.  
 Lowell.  
 Lawrence.  
 Cambridge.  
 Salem.  
 East Gloucester.  
 Lawrence.  
 Boston.  
 Marlboro.  
 Worcester.  
 North Brookfield.  
 Westmore, Vt.  
 Westboro.  
 Epsom, N. H.  
 East Cambridge.  
 East Middlebury, Vt.  
 Cambridge.  
 Hyde Park,  
 Malden.  
 Charlton.  
 South Boston.  
 Stow.  
 Fitchburg.  
 Lowell.  
 South Yarmouth.  
 Peabody.  
 Montreal, P. Q.  
 Monson.  
 Northampton.  
 Abington.  
 Newburyport.  
 Norwalk, O.  
 Worcester.  
 Boston.  
 Dedham.  
 Fall River.  
 Fall River.  
 Holbrook.  
 Groton.  
 Worcester.

Prizer, Hattie E.	Brighton, Ia.
Pulver, Susie	Glens Falls, N. Y.
Putnam, Edward J.	Rutland.
Quinn, David	Waltham.
Richardson, George E.	Northampton.
Russell, Emily J.	Worcester.
Savard, M. Stephanie	Boston.
Shoughrow, Frederick	Brockton.
Smith, Evelyn F.	Chicago, Ill.
Spencer, U. Ernestine	Columbus, O.
Sperfsalage, J. George	St. Louis, Mo.
Tebbets, Carrie A.	Greenville, N. H.
Thom, Clara E.	Haverhill.
Trainor, Mary K.	Pittsfield.
Trainor, John J.	Pittsfield.
Turner, Sarah S.	Provincetown.
Tyler, L. Ernest	Hudson.
Ward, Mark E.	Cambridgeport.
Ware, Alice L.	Worcester.
Weeks, Lucy H.	Middletown, Ct.
Wells, Mary B.	Marblehead.
Westropp, Thomas	Springfield.
Wheeler, Homer C.	Northampton.
Wheeler, Melvin H.	Northampton.
Willard, Jane M.	Fitchburg.
Wood, Elmer N.	East Stoughton.
Wordell, Annie M.	Fall River.
Wordell, Carrie B.	Fall River.
Young, Florence P.	Salt Lake City, Utah.

## TERMS OF ADMISSION.

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This Institution is intended for the instruction of deaf children and youth by the Oral Method. It provides for pupil's tuition, board, lodging, washing, fuel and light, superintendence of health, conduct, manners and morals. The charges per year are for paying pupils two hundred and fifty dollars: for tuition simply, fifty dollars; payable semi-annually in advance, the first week of each term. No charge is made for pupils resident in Massachusetts. No deduction for absences except on account of sickness. Extra charges will be made for actual expenses incurred during sickness. The cost of clothing and travel as well as incidental expenses must be paid by the parent. *No State pupil will be allowed to withdraw without weighty reasons to be approved by the School Committee or by the Governor of the Commonwealth.* See, also, the law in regard to State pupils on the inside of the title page.

Applicants for admission in Massachusetts should apply to the Secretary of the Board of Education, State House, Boston; in other New England States to the Governor or to the Secretary of State. Forms of application will be furnished by the Secretary or by this Institution.

There are two terms in the year, of twenty weeks each, with a summer vacation of twelve weeks. Pupils cannot spend the vacation at school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

*The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal, each term, for incidental expenses.*

Applications and letters for information must be addressed to Miss Caroline A. Yale, Principal of the Clarke Institution for Deaf Mutes, Northampton, Massachusetts. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Pupils must bring a certificate of vaccination, and a list of the diseases they have had. The Institution is not an asylum, but a school of learning; and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and good moral habits.

Visitors are admitted only on Thursday afternoons, except for special reasons to be approved by the Principal.

## APPENDIX.

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### PAPERS, PERIODICALS, ETC.

The following papers have been sent to the pupils gratuitously the past year.

Hampshire Gazette, Northampton, Mass.  
Daily Paper for Our Little People, Rochester, N. Y.  
The Deaf-Mute Journal, New York City.  
Kentucky Deaf-Mute, Danville Ky.  
The Goodson Gazette, Staunton, Va.  
The Nebraska Mute Journal, Omaha, Neb.  
Our Record, Buffalo, N. Y.  
Our Dumb Animals, Boston, Mass.  
Kansas Star, Olathe, Kansas.  
The Tablet, Romney, W. Va.  
The Deaf-Mute Mirror, Flint, Mich.  
Mute's Companion, Fairbault, Minn.  
Deaf-Mute Record, Fulton, Mo.  
Wisconsin Times, Delavan, Wis.  
Deaf-Mute Hawkeye, Council Bluffs, Ia.  
Maryland Bulletin, Frederick, Md.  
Deaf-Mute Optic, Little Rock, Ark.  
The Deaf-Mute Voice, Jackson, Miss.  
The Weekly News, Berkeley, Cal.  
Juvenile Ranger, Austin, Texas.  
The Mute Chronicle, Columbus, O.  
The Silent World, Philadelphia, Penn.  
The Deaf-Mute Times, Trenton, N. J.

Thanks are also due to Drs. Cooper and Davenport, for professional services; to the Connecticut River, Boston & Albany, Massachusetts Central, and New York, New Haven & Hartford railroads, for carrying members of the Institution at reduced fares.



# THE MASSACHUSETTS LAW IN REGARD TO THE EDUCATION OF DEAF-MUTES.

[Chap. 179.]

## AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF-MUTES OR DEAF CHILDREN.

*Be it enacted, etc., as follows :*

SECTION 1. With the approval of the board of education the governor may send such deaf-mutes or deaf children as he may deem fit subjects for education, for a term not exceeding ten years in the case of any pupil, to the American Asylum at Hartford, the Clarke Institution for Deaf-Mutes at Northampton, or to the Horace Mann School at Boston, or to any other school for deaf-mutes in the Commonwealth, as the parents or guardians may prefer ; and with the approval of the board he may make at the expense of the Commonwealth such provision for the care and education of children who are both deaf-mutes and blind, as he may deem expedient. In the exercise of the discretionary power conferred by this act no distinction shall be made on account of the wealth or poverty of the parents or guardians of such children ; no such pupil shall be withdrawn from such institution or school except with the consent of the proper authorities thereof or of the governor, and the sums necessary for the instruction and support of such pupils in such institution or school shall be paid by the Commonwealth ; *provided, nevertheless* that nothing herein contained shall be held to prevent the voluntary payment of the whole or any part of such sum by the parents or guardians of said pupils.

SEC. 2. Section sixteen of chapter forty-one of the Public Statutes and chapter two hundred and forty-one of the acts of the year eighteen hundred and eighty-six are hereby repealed.

SEC. 3. This act shall take effect upon its passage.

Approved April 14, 1887.

*13*  
*1*  
*J. Breckinridge*  
TWENTY-SECOND

ANNUAL REPORT

OF THE

Clarke Institution for Deaf-Mutes

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending August 31, 1889.



NORTHAMPTON, MASS.:  
GAZETTE PRINTING COMPANY.  
1889.









*Alice E. Worcester*

TWENTY-SECOND  
ANNUAL REPORT

OF THE

Clarke Institution for Deaf-Mutes

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending August 31, 1889.

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NORTHAMPTON, MASS.:  
GAZETTE PRINTING COMPANY.  
1889.

(Chap. 300.)

**AN ACT RELATING TO DEAF-MUTES.**

*Be it Enacted, &c., as follows :*

**SECTION 1.** No beneficiary of this Commonwealth, in an institution or school for the education of Deaf-Mutes shall be withdrawn therefrom except with the consent of the proper authorities of such institution or school, or of the Governor of this Commonwealth.

**SECTION 2.** This Act shall take effect upon its passage. [*Approved May 17, 1871.*]

JUN 28 '34

## OFFICERS AND CORPORATORS.

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### **PRESIDENT.**

LEWIS J. DUDLEY.

### **VICE-PRESIDENTS.**

WILLIAM ALLEN,  
FRANKLIN CARTER.

### **CLERK.**

EDWARD B. NIMS, M. D.

### **TREASURER.**

LAFAYETTE MALTBY.

### **AUDITOR.**

WILLIAM P. STRICKLAND.

### **CORPORATORS.**

LEWIS J. DUDLEY, Northampton.  
WILLIAM ALLEN, Northampton.  
WILLIAM P. STRICKLAND, Northampton.  
GARDINER G. HUBBARD, Washington, D. C.  
F. B. SANBORN, Concord.  
HORATIO G. KNIGHT, Easthampton.  
HENRY WATSON, Northampton.  
FRANKLIN CARTER, Williamstown.  
EDWARD B. NIMS, M. D., Northampton.  
FRANKLIN BONNEY, M. D., Hadley.  
CHARLES MARSH, Springfield.  
JAMES MADISON BARKER, Pittsfield.

### **SCHOOL COMMITTEE.**

LEWIS J. DUDLEY, <i>Chairman.</i>	WILLIAM P. STRICKLAND,
HENRY WATSON,	EDWARD B. NIMS,
FRANKLIN CARTER,	HORATIO G. KNIGHT.

### **FINANCE COMMITTEE.**

HORATIO G. KNIGHT, *Chairman.*  
HENRY WATSON,  
WILLIAM ALLEN.

# OFFICERS OF THE CLARKE INSTITUTION

*From its Organisation to the Present Time,*

JULY 15, 1867—OCTOBER 10, 1889.

## PRESIDENTS.

	<i>Elected.</i>	<i>Retired.</i>
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	1883
LEWIS J. DUDLEY,	1883	

## CORPORATORS BY ACT OF INCORPORATION.

	<i>Elect'd.</i>	<i>Ret'd.</i>		<i>Elect'd.</i>	<i>Ret'd.</i>
*OSMYN BAKER,	1867	1875	THEODORE LYMAN,	1867	1866
WILLIAM ALLEN,	1867		HORATIO G. KNIGHT,	1867	
LEWIS J. DUDLEY,	1867		*JOSEPH A. POND,	1867	1867
JULIUS H. SEELYE,	1867	1887	WILLIAM CLAPLIN,	1867	1873
GEORGE WALKER,	1867	1876	*JAMES B. CONGDON,	1867	1879
GARDINER G. HUBBARD,	1867		*THOMAS TALBOT,	1867	1885

## CORPORATORS BY ELECTION.

JOSEPH H. CONVERSE,	1868	1870	JOHN D. LONG,	1880	1883
*JONATHAN H. BUTLER,	1868	1868	WM. P. STRICKLAND,	1883	
F. B. SANBORN,	1868		FRANKLIN CARTER,	1884	
J. HUNTINGTON LYMAN,	1870	1877	EDWARD B. NIMS,	1885	
*SAMUEL A. FISK,	1873	1884	*FRANCIS H. DEWEY,	1886	1888
HENRY WATSON,	1875		FRANKLIN BONNEY,	1887	
*CHARLES DELANO,	1877	1883	CHARLES MARSH,	1888	
EDWARD HITCHCOCK,	1877	1887	JAMES MADISON BARKER,	1889	

## TREASURERS.

OSMYN BAKER,	1867	1869	LAFAYETTE MALTBY,	1869
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## PRINCIPALS.

HARRIET B. ROGERS,	1867	1886	CAROLINE A. YALE,	1886
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## ASSOCIATE PRINCIPALS.

CAROLINE A. YALE,	1873	1886	*ALICE E. WORCESTER,	1886	1889
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## STEWARDS.

HENRY J. BARDWELL,	1870	1883	FREEMAN C. CARVER,	1883
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\* Deceased.

# OFFICERS AND INSTRUCTORS.

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## PRINCIPAL.

CAROLINE A. YALE.

*Associate Principal and Special Teacher in Articulation.*

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## Teacher of Drawing.

CLARA W. LATHROP.

## INSTRUCTORS.

RUTH WITTER,  
\*KATHARINE FLETCHER,  
MARY KATHAN,  
FANNIE W. GAWITH,  
REBECCA E. SPARROW,  
ELLA SCOTT,  
ANNIE L. FISH.

MARIAN S. SMITH,  
ALICE M. FIELD,  
ALICE R. BRAY,  
ELEANOR B. WORCESTER,  
JUNE YALE,  
M. INA PROHL,

## STEWARD.

FREEMAN C. CARVER.

## MATRON.

\*HARRIET O. YALE.

## ASSISTANT MATRONS.

MARY SMITH,

ADDIE E. PEASE.

## ATTENDANTS.

SARAH HASKINS,  
ELLEN M. STANLEY,  
HELEN J. ELLIOT.

MARY A. ELLIOT,  
CARRIE E. TAYLOR,

## MASTER OF CABINET SHOP.

N. B. LUCIA.

## FARMER AND ENGINEER.

REUBEN ROBINSON.

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\*Absent a part of the year.





## Report of the Corporation.

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*To the Massachusetts Board of Education :*

GENTLEMEN :—The past year, ending August 31st, 1889, has been one of prosperity in respect to pupils, but of adversity in respect to school officials. The Institution had, during the year, 105 pupils and ended with 100—Girls 56, Boys 49 ; in the Primary Department 58 ; in the Grammar Department 47 ; boarding pupils 104 ; day pupils 1.

Of the whole number, 79 were from Massachusetts, 6 from New Hampshire, 4 from Ohio, 3 from Vermont, 2 each from New York, Pennsylvania, District of Columbia, and Canada, and one each from Connecticut, Illinois, Missouri, Iowa and Utah.

Though our teaching force compared with that of the preceding year, was impaired by the death of one and several months' absence of another of our best instructors, yet through the extra labors of our Principal and of faithful and efficient helpers, it is believed that the progress of our pupils in mental culture, articulation, and lip-reading, has not fallen below the average of former years.

The number instructed in drawing has been 35 ; in wood carving, 25 ; in cabinet work, carpentry, and seating cane-bottomed chairs, 18. The girls have been taught sewing, wood carving, and light house work.

Four were regularly graduated and fourteen were discharged or withdrawn at the end of the year.

The school expenses proper have been for the twelve months, \$30,309.05. Our finances are in a satisfactory condition, our fund intact, and the income from it the past year has been \$17,641.31, being \$609.62 less than last year.

While the health of pupils has been remarkably good during the year, there has been an extraordinary fatality in the working force of the Institution, and that, not from the prevalence of any disease common to all nor from causes growing out of vocation or locality. Our Associate Principal and Special Teacher of Articulation, Miss Alice E. Worcester, who had been a sufferer at times for years, and who had been absent from the Institution a year and a half, died at Boston on the third day of January last ; a loss to our school and to the cause of oral instruction, not soon or easily made good. A biographical sketch of her, by Miss C. A. Yale, as well as a tribute to her merit, in the shape of Resolutions passed by this Board, will be found on other pages of this Report.

Just four weeks after the death of Miss Worcester, another able teacher of five years' experience and much relied upon, Miss A. Josephine Vinton, died at the Institution. Her disease which at first appeared to be malaria, developed into a fatal cerebro-spinal malady. She was a devoted and skillful instructor universally loved by her pupils and associates. We were unavoidably deprived, too, during the last half of the year, of the services of the accomplished teacher of our graduating class, Miss Katharine Fletcher. Not only was our corps of instructors thus seriously weakened, but misfortune invaded our domestic department. Our judicious and efficient matron, Miss H. O. Yale, became disabled and left early in the year ; and we regret to say that there seems little probability of her ever being able to resume and continue service at the Institution.

The number of pupils enrolled for the current year (1889-90) is 103, of whom 95 are present ; Boys 52, Girls 51 ; in the Primary Department 61 ; and in the Grammar Department 42.

The deaf children of the Commonwealth and their parents are to be congratulated upon recent legislation which empowers the Executive of the State, upon a request of parents, and with the approval of the Board of Education, to prolong the schooling of meritorious deaf pupils of capacity and promise when properly recommended, beyond the previous limit of ten years.

The oral method of educating the deaf seems to be gaining prevalence in all civilized countries. Italy has within a few years adopted it exclusively, France is rapidly doing so, and Germany never had any other system. In 1886, a Royal Com-

mission was appointed in Great Britain to inquire into the best methods of instructing both the deaf and the blind, as well as into other matters pertaining to the well-being of these two classes. This Commission consisted of sixteen persons of the highest intelligence including dignitaries in church and state, as well as members of the legal and medical professions. After an exhaustive inquiry into the merits and results of different methods of educating the deaf, by personally visiting schools in the different countries of Europe, and by listening to representatives of different systems from America, they all sign the following recommendation :—"That every child who is deaf should have full opportunity of being educated on the pure oral system. In all schools which receive government grants, whether conducted on the oral, sign and manual, or combined system, all children should be, for the first year at least, instructed on the oral system, and after the first year they should be taught to speak and lip-read on the pure oral system, unless they are physically or mentally disqualified." Two of the signers, however, would have preferred a more qualified endorsement of the oral system, and a higher recognition of the merits of the other systems ; while two others would have condemned every method but the oral, maintaining that no deaf child capable of learning at all is mentally disqualified for this method, and that none but the blind-deaf are "physically disqualified," and that these should be put in a school for the blind. Twelve of the sixteen Commissioners signed the foregoing recommendation of the pure oral system without any expressed reservation.

As unjust discrimination between deaf and hearing children in the matter of education has been essentially abolished in our Commonwealth, and as disparaging terminology with respect to the deaf has been discarded from State documents, and, in an encouraging degree, from common parlance and the public press, this Board is not at present aware of any matter within its proper sphere of action to which it need solicit the attention of the Board of Education or of the Legislature.

For the Corporation,

LEWIS J. DUDLEY, *President.*

Oct. 9, 1889.

# Financial Statement

## OF THE CLARKE INSTITUTION,

FOR THE YEAR ENDING AUGUST 31, 1889.

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### RECEIPTS.

From the Clarke Fund and Reserve,	\$17,641.31
“ Lippitt Fund,	31.22
“ Whiting Street Fund,	80.48
“ Green Fund,	19.68
“ State of Massachusetts,	12,678.40
“ Other States and Pupils,	5,300.00
“ Farm, Stable, &c.,	350.00
	<hr style="width: 20%; display: inline-block; vertical-align: middle;"/> \$36,101.19

### EXPENDITURES.

#### CURRENT.

For Salaries and Wages,	\$15,243.78
“ Groceries and Provisions,	6,789.19
“ Furnishing,	1,047.64
“ Fuel and Lights,	4,402.36
“ Repairs,	1,182.90
“ Cabinet Shop,	1,118.15
“ Farm and Stable,	368.39
“ School Incidentals,	298.98
“ General Incidentals,	1,239.48
	<hr style="width: 20%; display: inline-block; vertical-align: middle;"/> \$31,690.87

#### SPECIAL.

“ Surplus to Lippitt, Street and Green Funds,	\$ 81.70
“ Prizes from Lippitt Fund,	30.00
“ Prizes from Green Fund,	19.68
“ Insurance,	462.00
“ Reserve Fund,	3,405.92
“ Sidewalk,	228.09
“ Fence,	182.83
	<hr style="width: 20%; display: inline-block; vertical-align: middle;"/> \$4,410.22
	<hr style="width: 20%; display: inline-block; vertical-align: middle;"/> \$36,101.09

## Report of the Principal.

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*To the Board of Corporators :*

GENTLEMEN: Allow me again to present the annual report of the school under your charge.

During the last year one hundred and five pupils were enrolled, fifty-seven being in the Primary and forty-eight in the Grammar Department. Twenty-eight new pupils were admitted. Of these, twenty formed the lowest class which was taught in two divisions and the remaining eight, having received previous instruction, entered other classes. Of the whole number, thirty had some perception of sound; only sixteen had any connected language on entering; twelve had been previously connected with other schools.

Thirteen regular instructors were employed, classes in drawing and wood-carving being taught by special teachers.

At the opening of the year it became necessary to fill the vacancy occasioned by the continued absence of Miss Rachel Fish and to provide an additional teacher for the second grade of the entering class. Miss Eleanor B. Worcester and Miss June Yale became members of our corps of teachers, being assigned classes in the Primary School. Both give promise of success.

For the first time in its history our school has suffered the loss of a teacher by death. Miss Alice E. Worcester, for twelve years connected with the school as special teacher of articulation and for the last three years holding also the office of Associate Principal, died in Boston on the third of January. A brief sketch of her life and work, prepared for the American Annals of the Deaf and published in the April number of that periodical, is by request reprinted herewith. No words can measure the loss our school has suffered by this event. To un-

usual natural endowments there was added in her case a special aptitude for the work of her department and the skill which comes only from years of experience.

Just four weeks later, Miss A. Josephine Vinton, one of the teachers in our Primary Department, died after a brief illness. She had been with us five and a half years and had done most excellent work. Possessed of a clear vigorous mind, her work had always something about it which reminded one of the long sweep of a strong mower's scythe. The frank kindliness of her nature made her the friend of all, and in her going she made all here hearty mourners. Such workers are rare and their loss to a school is incalculable. Miss M. Ina Prohl was secured for the vacant place caused by Miss Vinton's death. Previous experience as a teacher had given her a knowledge of minds and methods which will prove valuable preparation for this special work.

We regret to record the absence during the greater part of the year of our efficient matron, Miss Harriet O. Yale. Miss Mary Smith has been appointed as acting-matron.

The school work of the classes was very satisfactory and in some cases the gain was more than usual. The efforts of faithful, enthusiastic teachers were in general responded to by hearty interest and earnest study on the part of pupils.

During the year several of our teachers visited other similar schools for the purpose of observing methods and gaining help for our own work. The schools in Boston, Hartford, New York, Philadelphia and Washington were visited by the principal or one or more of the teachers, and some valuable suggestions were thus gained.

Public exercises were held on June twelfth. Hettie E. Langley of Epsom, N. H., Hattie E. Prizer of Brighton, Ia., Florence P. Young of Salt Lake City, Utah, and Herman Graichen of Lawrence received their diplomas at that time as graduates of the school. The president of your board being absent, President Carter of Williams College presided. The programme of these exercises was arranged to illustrate the work of the different grades of both schools and was as follows :

PRAYER.

INTRODUCTORY REMARKS, BY PRESIDENT CARTER.

EXERCISES OF PRIMARY SCHOOL.

CLASSES C AND F,	.	.	.	.	SPEECH AND LANGUAGE.
CLASS B,	.	.	.	.	GENERAL QUESTIONS.
CLASS A,	.	.	.	.	GEOGRAPHY, NUMBERS.

EXERCISES OF GRAMMAR SCHOOL.

RECITATION, "Said the first little chicken"	.	GIRLS OF THE FIFTH CLASS.
RECITATION, "I think when I read that sweet story of old,"	KITTY TRAINOR.	
RECITATION, "Beautiful faces are they that wear" etc.,	ALICE WARE.	
RECITATION, "To-day,"— <i>Carlyle</i> ,	.	ABBY FECHHEIMER.
COMPOSITION, "Pigeons,"	.	HERMAN GRAICHEN.
READING, "I'll find a way or make it."— <i>Saxe</i> ,	.	HERMAN GRAICHEN.
COMPOSITION, "The Battle of Bannockburn,"	.	HATTIE PRIZER.
COMPOSITION, "Lord Nelson,"	.	HETTIE LANGLEY.
READING, "Daybreak,"— <i>Longfellow</i> ,	.	HETTIE LANGLEY.
COMPOSITION, A Letter (dated Sept. 30, 1888,)	.	FLORENCE YOUNG.
READING, "Rest."— <i>Alice E. Worcester</i> ,	.	FLORENCE YOUNG.

PRESENTATION OF DIPLOMAS.

AWARDING OF PRIZES.

THE LORD'S PRAYER.

The general scope of our Institution and its work is not unfamiliar to you, and yet it may be well at this time to consider not the history of the past year alone, but rather the condition in which we find our school after some years wherein changes of a more or less marked character have not been infrequent. As a private institution, not under control of the State, we have always been free from any anxieties that might result from political influences coming with change of dominant party. The wards of the State enter here as individual children from their own homes. Their opportunity for education at this school is the gift of the State to them in the same sense, and only in such a sense, as free education is the gift of the State to the boys and girls of the public schools.



Located as we are within the boundaries of and yet at a short distance from the center of a small city we enjoy many advantages we should miss in a less favorable location. Although our pupils are at the present time, with a single exception, boarding pupils, our distance from town is not an inconvenient one for the few families coming here from time to time to reside during the period of their children's school life. Our older pupils have access to the library and reading room of the city and to the art gallery of Smith College, and may attend such public entertainments as are fitted for their instruction or amusement.

The separation of our pupils into two distinct families and schools inevitably increases expense greatly, but we cannot doubt that the gain to the pupils is quite sufficient to make this increase of cost not only justifiable but even commendable. The complete separation of older and younger pupils has many and generally acknowledged advantages. A different arrangement of hours, occupations, amusements and diet is by this means made entirely practicable. In each school and family the number of persons employed as instructors and caretakers is determined with reference to what is judged to be for the best interests of the pupils rather than with reference to the expense incurred. Each department of the school contains as many grades as though the number of pupils were far larger than it is. So that, while we gain all that is to be gained from careful grading we have also the generally conceded advantage arising from small classes. Our average number of pupils in each class is not more than eight. One of the foremost educators of the deaf in this country, one of long experience under the manual system, when questioned as to the best size of classes, replied that in his judgment the best results could be obtained with a class consisting of from five to seven pupils whatever the system of instruction employed. Out of school hours our pupils are divided into five sections. Each section is in charge of an attendant and occupies its own play-ground, play-room, parlor and set of sleeping rooms, and different manual occupations and amusements are arranged for each section. These are all ways of increasing expense but also of increasing the value of that which we give our pupils. The association of teachers and pupils is made as intimate as possible. Our

teachers all board in the house, sitting at table with the pupils and each having charge of a class. The religious teaching of the school is given by each teacher in her class-room at morning prayers and in Sabbath school, a general religious service being conducted by the principal on Sabbath morning. It is our aim to make the life of our pupils while here as far as possible that of members of a well regulated family so that they will be fitted, rather than unfitted, for life in the home when school is finished. It will hardly be denied that great care is needed in this direction in every institution. That proper care may overcome such a tendency has been amply proved in more than one institution in this and other countries.

In our school room work, our first aim is to develop the minds of our pupils and to teach language as an expression of thought. During the earlier years all effort is directed towards this end. The later years are occupied with a regular course of study, although the acquisition of language is always considered of prime importance. The ease with which such branches of study may be pursued is in exact proportion to the knowledge of language previously acquired. This knowledge of language we attempt to give through the Oral Method so called. This method teaches the child spoken words first, then written words. Our communication with pupils and all instruction is through spoken or written language. Ability to understand the language of books and the spoken language of the persons with whom one is associated is all that is needed to make unlimited acquisition of knowledge possible. In so far as we can impart this ability to our pupils, we furnish them in the best possible way for life among men. If we add to this such training of eye and hand as shall fit our boys and girls to support themselves, we have surely done for them the utmost in our power. With this last object in view, our older boys are employed in cabinet work under a competent instructor from two to three hours each day. The girls are taught sewing and light housework, and instruction in wood-carving and cast drawing is given to all the older pupils who, on trial, show any aptness for either. Physical culture is not neglected, plenty of exercise in the open air is insisted upon and gymnastic exercises are practiced regularly in the Primary School, but the need, especially for our older pupils, of a well equipped gymnasium is greatly felt.

It gives us pleasure to put on record here that at the Quarter Century Anniversary of the National Deaf Mute College in Washington, D. C., May 9th, the honorary degree of Doctor of Humane Letters was conferred on the former principal of this school, Miss Harriet B. Rogers, as also on several others eminent in the education of the deaf in this country and abroad.

In closing the report of the year just ended I am glad to bear hearty testimony to the spirit of harmony and of earnest, faithful effort which pervaded every part of our school and family.

Respectfully submitted,

CAROLINE A. YALE.

## PRIZES.

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### ARTICULATION (LIPPITT FUND).

#### *Awarded Monthly.*

Arthur H. Clancy,	John Kirby, (2)
John F. Clinton,	Edgar Mckrille,
Fred P. Curtice,	Mary Mahoney,
Arthur H. Ehlert,	Mary Martin,
Abraham L. Fechheimer, (2)	Janet R. Mitchell,
Albert Ghisla,	Philip Morin,
Henry Gour,	Catherine Murphy, (2)
Herman Graichen, (2)	Ellen T. Powers,
Heber N. Haynes,	Susie Pulver,
Murty Howard,	Homer Wheeler,
Hattie Jelley,	Annie Wordell. (2)

### LANGUAGE AND PENMANSHIP (LIPPITT FUND).

#### *Awarded Monthly.*

Ella Altham,	John J. Melody,
Mary E. Atzback,	Janet R. Mitchell,
Willie Carlin, (2)	Susie M. Mixter,
Charles Carrigan,	Edna Mountain,
Michael J. Dorgan, (2)	Catharine Murphy,
Arthur H. Ehlert,	Grace G. Okie,
Belle Ellis,	Susie Pulver,
Barbara Ewig,	Emily J. Russell,
Charles R. Fahrenholz,	M. Stephanie Savard,
Mary Feehan,	Clara E. Thom,
Albert Ghisla, (2)	Mary K. Trainer, (2)

## CLARKE INSTITUTION.

George Hull,	Lucy H. Weeks,
Celia King,	Thomas Westropp.
John Kirby,	Homer C. Wheeler,
Hettie E. Langley, (2)	Annie M. Wordell,
Mary Martin,	Florence P. Young. (2)
John McMahon,	

## LIP-READING, (GIVEN BY A FRIEND).

*Awarded Semi-annually.*

Willie Carlin,	Bertrand Macomber,
Fred P. Curtice,	John MacMahon,
Herman Graichen,	Ellen T. Powers,
Heber N Haynes,	Melvin H. Wheeler,
Murty Howard,	Florence P. Young.
John Kirby,	

## CABINET WORK.

James Grady.

## SEWING.

Susie Pulver.

## GENERAL IMPROVEMENT.

*Awarded Semi-annually.*

Willie Carlin,	Catharine Murphy,
Albert Ghisla (2)	Carrie A. Tebbets.
Herman Graichen,	

## COURSES OF STUDY.

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### *Primary Course.*

Kindergarten Exercises.  
Articulation.  
Writing.  
Language.  
Arithmetic—(the four elementary rules).  
Geography.  
Drawing.

### *\*Common or Grammar Course.*

Articulation.  
Language.  
Arithmetic (mental and written), through interest.  
Geography.  
History of the United States.  
General History.  
Lessons on General Subjects.  
Elementary Grammar.  
    “    Physiology.  
    “    Zoölogy.  
    “    Botany.  
    “    Natural Philosophy.  
    “    Physical Geography.  
Drawing,—Object and Cast.

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\*In order to graduate, pupils must have seventy-five per cent. in the semi-annual written examinations of the last two years of the course.

*High Course.*

Articulation.

Arithmetic (completed).

Algebra.

Geometry.

Physiology.

Zoölogy.

Botany.

Geology.

Physical Geography.

Astronomy.

Natural Philosophy.

Chemistry.

General History.

Grammar and Analysis.

Rhetoric.

English Literature.

Political Economy.

Psychology.

Drawing— { Cast,  
Instrumental,  
Crayoning or Water Colors.

## CATALOGUE OF PUPILS.

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Altham, Ella  
Atzback, Mary E.  
Berry, Dora F.  
Berry, Clement E.  
Betters, Mary  
Carlin, Willie  
Carrigan, Charles  
Clancy, Arthur H.  
Clement, Annie F.  
Clinton, John F.  
Clinton, William T.  
Condon, Annie M.  
Crowley, Willie  
Cryan, Thomas  
Cullinane, John E.  
Curtice, Fred P.  
Cusick, J. Frances  
Darling, Flora M.  
Day, Harriet M.  
Dorgan, Michael J.  
Ehlert, Arthur H.  
Ellis, Belle  
Ewig, Barbara  
Fahrenholz, Charles R.  
Fechheimer, Abraham L.  
Feehan, Mary  
Fox, Bert  
Ghisla, Albert  
Gillespie, Josephine A.

Fall River.  
Springfield.  
Merrimac.  
Spencer.  
Monson.  
Peabody.  
Littleton.  
Cincinnati, O.  
Russell.  
Jamaica Plains.  
Jamaica Plains.  
Auburn.  
Walpole, N. H.  
Salem.  
Dracut.  
E. Washington, N. H.  
Winchester.  
Boston.  
Great Barrington.  
Lawrence.  
South Lincoln.  
Montreal, P. Q.  
Springfield.  
East Boston.  
Cincinnati, O.  
Ware.  
Westfield.  
Boston.  
Medora, Da.



Gour, Henry	Marlboro.
Grady, James	Lowell.
Graichen, Herman	Lawrence.
Hall, William J.	Cambridge.
Haynes, Heber N.	Lawrence.
Hodgdon, Henry A.	Boston.
Howard, Albert Sidney	Boston.
Howard, Murty	Marlboro.
Hull, George	Washington, D. C.
Jelley, Hattie	Claremont, N. H.
Kane, Honora	Worcester.
Kane, Thomas	Worcester.
Kelley, Mary A.	North Brookfield.
King, Celia	Westmore, Vt.
Kirby, John	Westboro.
Knox, Clara May	Springfield.
Langley, Hettie E.	Epsom, N. H.
LeDuc, John Henry	Weymouth.
LeMay, Mary M.	Brandon, Vt.
Lenfest, Ella H.	East Cambridge.
Leno, George C.	East Middlebury, Vt.
Lombard, L. Viola	Cambridge.
Mackrille, Edgar	Hyde Park.
Macomber, Bertrand P.	Hudson.
Mahoney, Mary	Malden.
Martin, Mary	North Adams.
Matheson, Ad. E.	Middletown, Pa.
McDermott, Etta	Lowell.
McMahon, John	Williamstown.
McSheehy, Agnes L.	Fitchburg.
Mellin, William H.	South Yarmouth.
Melody, John J.	Peabody.
Mitchell, Janet R.	Montreal, P. Q.
Mixter, Susie M.	Monson.
Morin, Philip	Northampton.
Morse, George F.	Newburyport.
Mountain, Edna	Norwalk, O.
Mullany, Alice	Worcester.
Mullen, Sarah	Boston.
Mulrenan, Addie D.	Hadley, N. Y.

Murphy, Catharine	Dedham.
Nugent, James A.	Fall River.
Okie, Grace G.	Washington, D. C.
O'Neill, Margaret J.	Fall River.
Pavett, Samuel C.	Holbrook.
Powers, Ellen T.	Worcester.
Prizer, Hattie E.	Brighton, Ia.
Pulver, Susie	Glens Falls, N. Y.
Quinn, David	Waltham.
Radcliffe, Pierson	Lynn.
Radcliffe, Sara	Lynn.
Randall, Hattie S.	Dover, N. H.
Russell, Emily J.	Worcester.
Savard, M. Stephanie	Boston.
Smith, Evelyn F.	Chicago, Ill.
Spencer, U. Ernestine	Columbus, O.
Sperfslage, J. George	St. Louis, Mo.
Tebbets, Carrie A.	Greenville, N. H.
Thom, Clara E.	Haverhill.
Trainor, Mary K.	Pittsfield.
Trainor, John J.	Pittsfield.
Tyler, Dwight Louis	West Brookfield
Tyler, L. Ernest	Hudson.
Ware, Alice L.	Worcester.
Washburn, Carrie C.	Plymouth.
Weeks, Lucy H.	Middletown, Ct.
Wells, Mary B.	Marblehead.
Westropp, Thomas	Springfield.
Wheeler, Homer C.	Northampton.
Wheeler, Melvin H.	Northampton.
White, Grace	Lowell.
Willard, Jane M.	Fitchburg.
Winslow, Alice M.	Lynn.
Wordell, Annie M.	Fall River.
Wordell, Carrie B.	Fall River.
Young, Florence P.	Salt Lake City, Utah.

## \*APPENDIX A.

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### ALICE ELIZABETH WORCESTER.

BORN 1856 ; DIED 1889.

"There is no life of a man, faithfully recorded, but is a heroic poem of its sort, rhymed or unrhymed."

It can never be without pain that one learns to speak of the life and work of a friend as belonging wholly to the past. When forced to do this, one may be pardoned if his earliest utterances show very plainly that they are inspired by friendship, and if also, so far as possible, he avoids the danger of partial judgment by allowing the words of others to stand in place of his own.

Miss Worcester was born in Thetford, Vermont, June 5, 1856. She was the daughter of Ezra C. Worcester, a well-known physician of that region, and Ellen H. Conant. She inherited rare mental gifts, but with these an exceedingly delicate physical and nervous organization. As a child she possessed a vivid imagination and an intense love of nature. She lived much in the fields and woods in summer-time, knowing intimately all live and growing things. Her favorite haunts were peopled with imaginary characters. To her good fairy belonged the sunset clouds and to her little sister's those of the sunrise. Fairy stories and musical rhymes are the only records for these years. Long after, in writing of the method by which her father taught her to read when a very little child, she unconsciously showed how keen was her appreciation of the beautiful even then : "It must have been in spring or early summer, I suppose, that those

lessons were given which opened Wonderland to me, for it is always morning in my thought of them, with a glimpse of blue mountains through the open window, and a sweet windy breath from the garden outside."

She began school life in the academy at her own home. Later she entered Norwich Academy. Of her scholarship and standing while there a school-mate writes :

Among all the keen and promising minds in that school, none excelled Miss Worcester in brilliancy and steady development. Coming from a family of marked scholarly power and attainment, I think it is fair to say that there was a peculiarly distinctive brightness and originality in the workings of her intellectual nature. Study never seemed to her a task, but rather a passion. In all her work there was manifested a strict conscientiousness. And though her determination to do her full duty had all the rigidity of iron, it was coupled with a spiritual nature of the greatest sweetness and tenderness.

Her religious life was as marked as her intellectual. I cannot remember that she and I have ever met since those early days at school, but I have known much of her life since, and have been surprised by nothing in it, save that it has been so long in burning out.

In the fall of 1873 she entered the High School in Newtonville, Massachusetts, but very soon, under the strain of over-study, her health failed completely, and she left school to spend some months with her brothers in Washington and Maryland. In the fall of 1875 she resumed her studies, entering the Normal School in Salem to prepare herself for the life of a teacher. Early in the school year Professor Alexander Graham Bell lectured before the students on Visible Speech as a means of giving speech to the deaf. He had with him a little deaf child to illustrate his method, and at the close of his lecture called for volunteers to join a class already formed in Boston for the study of this system. Miss Worcester was much interested in the subject, and, later, decided to relinquish her studies at Salem and enter this class. When she did so, it was with the same enthusiasm and earnestness that characterized all her undertakings and which won for her the honor of the first rank in a large class, every member of which had begun the study before her.

Soon after her graduation she was, on the recommendation of Professor Bell, offered the vacant position of special teacher of articulation in the Clarke Institution, and at the opening of the school year, in the autumn of 1876, she entered upon her life-work in Northampton. Her only previous experience in teaching had been that of a single term in a small country school.

The study of theories had not given her the skill and ease in practical work that come only from experience, and no theory of methods of instruction could make a shy, sensitive girl of twenty easily gain control of classes of mischievous boys and girls bent on trying the metal of the new teacher. But the struggle ended in victory for her and good order for her classes. In later years her skill as a disciplinarian became quite marked. This change was no doubt the result of thoughtful study of the needs and temptations of children and of her hearty sympathy with them in their struggles. No pupil ever failed to feel that she was a good friend and helper, but none the less an impartial judge.

During the first few years of her work among the deaf she gave her whole time and thought to the teaching of Articulation, although she was never of those who seem to think that, when once the power of articulate speech is given a deaf child, it is to be considered as having completed its education. After having used Visible Speech for six years, she came to feel that, though it was of great value to the teacher as an aid to the study of vocal physiology, it was not well to use these symbols in the instruction of pupils. Her reasons for this she gave in a paper read before the Convention of Teachers of Articulation, held in New York, in June, 1884, and afterwards reprinted in the *Annals* for January of the following year. In the same paper she gave an outline of the method which she herself had devised, by which she made "letters mark themselves for pronunciation by their position in words and their connection with other letters." It was her purpose to elaborate and apply this system more fully. A second article ("which may grow into a primer," she said) had been begun, but laid aside for strength to complete it. This system, with amplifications of it, is in use in a number of schools for both deaf and hearing children. The application of it to the ordinary teaching of reading greatly lessens the requisite amount of time and labor for both teacher and pupil. Professor Bell, just before sailing for England in the summer of 1888, to appear before the Commission appointed to consider methods of teaching the deaf, wrote to Miss Worcester :

Will you kindly favor me with a brief account of your views relating to the teaching of Articulation, to be presented to the "Royal Commission?"

I am anxious to present a true picture of the Articulation work carried on in the schools of this country, and such a picture would be incomplete without some particulars relating to your methods. You seem to be recognized everywhere as the leading Articulation teacher of America, and I must congratulate you upon your success.

Longer association with deaf children so impressed upon her their mental and moral needs that she soon gave as much time and study to methods of teaching language and of giving religious instruction as she did to that department of the work for which she had received special training. Extracts from letters written during the year 1883, in reply to those from one of her associates temporarily absent and visiting other schools, will give some idea of her interest in general questions pertaining to the education of the deaf, and her clear insight into the difficulties of the work :

This year I have thought far more of language than of articulation. A more thorough knowledge of methods would doubtless make much clear that is all dark now. But for our children's mental development I care more than for anything else.

For us, in America, I think the question at present to be settled is whether our system is practicable in large schools and institutions—practicable for classes and masses as well as for individuals. And this it is our work to answer. God help us in the effort, and make us strong and true !

Writing of the Natural Method of teaching language, she says :

It is the ideal way, and, in your description of Miss —— with her children it is charming. I believe in it heartily as the best, *provided* it can be done. A Miss ——, wise and bright, doing everything herself, and keeping, of course, clearly in mind the *whole* work, can trust to bringing up each part and carrying it on systematically and without waste. Miss —— and Miss —— in our own school could do it. But an ordinary and inexperienced teacher cannot. \* \* \* Mr. —— is already stereotyping his methods, just as everybody else does—just as every one finds it necessary to do with unskilled workers for a time. And so it seems to me that the conclusion for us is this: To carry our work on steadily we *must* be systematic, and, for the sake of those who come to it all new, those who have given half their lives to it must more and more point out paths in this tangled maze of language teaching that will lead to some ends, and not leave one to wander round and round, getting nowhere. \* \* \* To an older teacher of undoubted ability I would give liberty. She would teach *language*, would do it with an enthusiasm of her own, and would gain enthusiasm from the class in a way she does not and cannot otherwise. \* \* \*

I can imagine that children who were put through such a course of combinations and nothing else for a period of "from eight to twelve months" must articulate *very* well, but I would not give up the development our little class had when they went away [at the close of the year] and all their language, with their more than *fair* articulation, to make the articulation, alone considerably more finished. \* \* \*

I find the same fault with considerable of this printed language work than I do with our own—and with all other published elementary language lessons that I ever saw—that so much is artificial. For example, I would not spend much time teaching a child “That desk is oval,” till he knew at least a hundred far more necessary and practical things. \* \* \*

These children seem to have read not the words at all from the lips, but only the names of the letters that spelled them. That, you know, goes much against my own strong convictions in regard to teaching lip-reading. I want the spelling to mean the speech and the speech to suggest the spelling to our children; and I firmly believe that just to the extent that we can succeed in making it so, lip-reading will be intelligent and one word will help another; and that just so far as we do not, it will be a mere matter of memory and learning by rote. The giving of the names of letters seems to me to amount to just the same thing that writing does, except for the comfortable conviction of the teacher that she is doing her duty and the pupils are reading her lips. It is the same thing which makes it seem to me a far less satisfactory way to give dictionary marks for vowels than to do the way I have done this last year. [See the *Annals* for January, 1885.]

The fact that the letters from which these paragraphs have been taken were written without thought of other than temporary value to her friend makes them show all the more clearly how intense was her interest in and her devotion to the education of the deaf. In writing to one of her sisters of a proposition made her at one time to take up another kind of work less exhaustive, she says :

[To relinquish] the ever new wonder and delight of watching the gradual development of our poor little ones from a state when they are merely intelligent little animals to the estate of thinking, reasoning human beings; my own personal joy in hearing the first spoken words from lips that have for five, seven, ten years been dumb, and in giving speech not to one or two but already to thirty or forty deaf children: the opportunity not alone of being the teacher of these little ones, but of supplying in part the places of mother and sister; to put the work of such a grade [as the one proposed] against that of dealing with the immortal souls and darkened minds of a whole school of little children; to give up the work to which I have solemnly consecrated my whole life for *anything* harder or easier, I could not think of that for a moment.

Allusion has been made to Miss Worcester's interest in the religious teaching of the school. Some of the readers of the *Annals* may recall an article by her on “The Bible as a Text-Book in Early Religious Instruction.” The marked verses in children's Bibles and the pages of their Sunday-school notebooks show the effects of her wise discrimination and her power of clear expression. The words chosen did not, as so often they do, serve to conceal the great truths to be taught, but rather they were such as proved a power of illumination. Some of

these lessons are very impressive. We recall one in which she pictured the eagerness of people to abandon an old house falling into ruin, or even a beautiful new house when in flames, and taught that even so would the soul rejoice to quit its house—the body—when tottering with age or burning with fever. Again she reminded the children that, as old garments or those injured by accident are eagerly laid aside that new and more beautiful ones may take their place, so will the soul greatly rejoice “to be clothed upon with our habitation which is from heaven.” Little children, who had trembled with every mention of the change which we call death, thought of it no longer as one to be dreaded, but rather to be desired. The heartfelt rejoicing which they showed when word was brought them that she herself was gone—she whom they loved and for whom they mourned deeply—proved how well the lesson had been taught and how well learned. For the children she also wrote from time to time sweet, simple hymns, and for her friends others of deeper meaning. By a beautiful coincidence the last of these was a resurrection hymn.

In October of 1886 she was appointed associate principal of the Clarke Institution, while at the same time she retained her place as special teacher of Articulation. This appointment was made because it was felt that she was by her general familiarity with the work and her qualities of mind and heart well fitted for it, though grave fears were entertained that her unstable health must always be a serious hindrance to her assuming the full duties of the place, for she had been for years subject to “an obscure disease of the nervous centers, showing itself by severe attacks of neuralgia, which were intermittent; comparative good health being enjoyed in the intervals.” She was never able fully to assume the duties of her position; but, whether at the school or absent, she kept all its work so in mind that she was able at any time to give clear judgment and wise counsel. The best medical skill the country could afford failed to give permanent relief. As was natural, with each release from the bondage of this well-nigh unbearable suffering her own hope of permanent health and the hopes of her friends rose. No more thankful heart than hers joined in the celebration of the last Christmas-tide, for she felt that the time of her return to her school home and her work was coming near.



But before the new year opened the terrible suffering had returned. On the morning of the third of January, worn out with a night of sleeplessness and intense pain, she lay down to sleep, requesting that she be waked when the physician came; but another step was at the door, and the voice of another wakened her—it was her Lord.

The greater part of the last two years of her life was spent in Boston under medical treatment. Dr. Phillips Brooks, who kindly counted her a member of his parish during this time, conducted the brief, beautiful service before she was carried back to her resting-place among the dear Vermont hills. Later, he wrote of her religious life during these last months:

More and more her trust in God and love for Christ became the supporting power of her much-suffering life. While nothing was easily accepted which her intelligence had not grasped, it was not as a possession of her intelligence, but as a reservoir of strength, that her faith was dear to her. And those who watched her gained ever deeper and stronger convictions of what the Saviour can and will do for the souls which trust in Him.

Miss Rogers, who, as principal of the school, knew her intimately for years writes:

Miss Worcester was a woman of rare character, conscientious, gentle yet firm, self-sacrificing, just and charitable in her thoughts of others, tender and loving in her service to God and man. She was a woman of unusual mental ability, clear in judgment, ingenious in methods, adapting herself with great facility to the individual needs and peculiarities of her pupils. She was a great enthusiast in her work of teaching articulation, and to those of us who saw her in her daily work she seemed to possess a genius for it, amounting sometimes to almost an inspiration. She took a comprehensive view of the work she wished to accomplish, and then planned carefully each detail. She was anxious to advance her pupils, but was never willing to sacrifice thoroughness to rapidity. Her interest was not confined to a special branch of work, even in the years before she became associate principal; it extended to the intellectual and moral advancement of the whole school, and I might almost say of each individual pupil. In these directions she gave helpful and stimulating aid. She was a ready and valuable counsellor, and her loss to us and to the Institution seems irreparable.

Had Miss Worcester known that her earthly life was so soon to close, those who knew her best can well believe that she would not have been occupied with anxious thoughts for herself, but rather with plans for the work she was leaving and tender care for the friends she loved. For herself, she could well have said, "I have been dying for years; now I shall begin to live."

CAROLINE A. YALE.

## RESOLUTIONS.

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At a regular meeting of the Board of Corporators of Clarke Institution held March 13, 1889, the following resolutions were passed :—

*Whereas*,—the Associate Principal and Special Teacher of Articulation in our Institution, Miss Alice E. Worcester, was taken from us by death on the third day of January last :

*Resolved*,—That in her decease we have lost an able organizer, a wise counsellor, a loved associate, and a well-nigh peerless teacher by methods peculiarly her own; unsurpassed in skill and success whether in giving speech to the speechless, or thought to the unthinking and knowledge to the ignorant.

*Resolved*,—That in the death of Miss Worcester, not only the Clarke Institution but the cause at large for which it was established, the education of the deaf of this country, has experienced a misfortune not easily or readily retrieved.

*Resolved*,—That we tender to the mother, brothers and sisters of the deceased, heart-felt sympathy in this sad bereavement so deeply shared by ourselves.

*Resolved*,—That the foregoing resolutions be put on record, and that a copy of the same be sent to the mother of the deceased, the Northampton newspapers and the Springfield Republican.

## APPENDIX B.

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### PAPERS, PERIODICALS, ETC.

The following papers have been sent to the pupils gratuitously the past year.

Daily Herald, Northampton, Mass.  
Hampshire Gazette, Northampton, Mass.  
Daily Paper for Our Little People, Rochester, N. Y.  
The Deaf-Mute Journal, New York City.  
Kentucky Deaf-Mute, Danville, Ky.  
The Goodson Gazette, Staunton, Va.  
The Nebraska Mute Journal, Omaha, Neb.  
Our Record, Buffalo, N. Y.  
Our Dumb Animals, Boston, Mass.  
Kansas Star, Olathe, Kansas.  
The Tablet, Romney, W. Va.  
The Deaf-Mute Mirror, Flint, Mich.  
Mute's Companion, Fairbault, Minn.  
Deaf-Mute Record, Fulton, Mo.  
Wisconsin Times, Delavan, Wis.  
Deaf-Mute Hawkeye, Council Bluffs, Ia.  
Maryland Bulletin, Frederick, Md.  
Deaf-Mute Optic, Little Rock, Ark.  
The Deaf-Mute Voice, Jackson, Miss.  
The Weekly News, Berkeley, Cal.  
Juvenile Ranger, Austin, Texas.  
The Mute Chronicle, Columbus, O.  
The Silent World, Philadelphia, Penn.  
The Deaf-Mute Times, Trenton, N. J.

Thanks are also due to Drs. Cooper and Davenport, for professional services; to the Connecticut River, Boston & Albany, Massachusetts Central, and New York, New Haven & Hartford railroads, for carrying members of the Institution at reduced fares.

## TERMS OF ADMISSION.

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This Institution is intended for the instruction of deaf children and youth by the Oral Method. It provides for pupils' tuition, board, lodging, washing, fuel and light, superintendence of health, conduct, manners and morals. The charges per year are for paying pupils two hundred and fifty dollars: for tuition simply, fifty dollars; payable semi-annually in advance, the first week of each term. No charge is made for pupils resident in Massachusetts. No deduction for absences except on account of sickness. Extra charges will be made for actual expenses incurred during sickness. The cost of clothing and travel as well as incidental expenses must be paid by the parent. *No State pupil will be allowed to withdraw without weighty reasons to be approved by the School Committee or by the Governor of the Commonwealth.* See, also, the law in regard to State pupils on the inside of the title page.

Applicants for admission in Massachusetts should apply to the Secretary of the Board of Education, State House, Boston; in other New England States to the Governor or to the Secretary of State. Forms of application will be furnished by the Secretary or by this Institution.

There are two terms in the year, of twenty weeks each, with a summer vacation of twelve weeks. Pupils cannot spend the vacation at school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

*The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal, each term, for incidental expenses.*

Applications and letters for information must be addressed to Miss Caroline A. Yale, Principal of the Clarke Institution for Deaf Mutes, Northampton, Massachusetts. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Pupils must bring a certificate of vaccination, and a list of the diseases they have had. The Institution is not an asylum, but a school of learning; and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and good moral habits.

Visitors are admitted only on Thursday afternoons, except for special reasons to be approved by the Principal.

## MASSACHUSETTS LAW IN REGARD TO THE EDUCATION OF DEAF-MUTES.

[Chap. 179.]

### AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF-MUTES OR DEAF CHILDREN.

*Be it enacted, etc., as follows :*

SECTION 1. With the approval of the board of education the governor may send such deaf-mutes or deaf children as he may deem fit subjects for education, for a term not exceeding ten years in the case of any pupil, to the American Asylum at Hartford, the Clarke Institution for Deaf-Mutes at Northampton, or to the Horace Mann School at Boston, or to any other school for deaf-mutes in the Commonwealth, as the parents or guardians may prefer; and with the approval of the board he may make at the expense of the Commonwealth such provisions for the care and education of children who are both deaf-mutes and blind, as he may deem expedient. In the exercise of the discretionary power conferred by this act no distinction shall be made on account of the wealth or poverty of the parents or guardians of such children; no such pupil shall be withdrawn from such institution or school except with the consent of the proper authorities thereof or of the governor, and the sums necessary for the instruction and support of such pupils in such institution or school shall be paid by the Commonwealth; *provided, nevertheless* that nothing herein contained shall be held to prevent the voluntary payment of the whole or any part of such sum by the parents or guardians of said pupils.

SEC. 2. Section sixteen of chapter forty-one of the Public Statutes and chapter two hundred and forty-one of the acts of the year eighteen hundred and eighty-six are hereby repealed.

SEC. 3. This act shall take effect upon its passage.

Approved April 14, 1887.

[Chap. 226.]

### AN ACT TO AMEND AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF-MUTES OR DEAF CHILDREN.

*Be it enacted, etc., as follows :*

SEC. 1. Upon the request of the parents or guardians, and with the approval of the state board of education, the governor may continue the schooling of meritorious deaf-mutes or deaf children of capacity and promise, beyond the existing limitation of ten years, as provided in chapter two hundred and thirty-nine of the acts of the year eighteen hundred and eighty-eight, when such pupils are properly recommended therefor by the principal or other chief officer of the school of which they are members.

SEC. 2. This act shall take effect upon its passage.

Approved April 8, 1889.

TWENTY-THIRD  
ANNUAL REPORT

OF THE

Clarke Institution for Deaf-Mutes

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending August 31, 1890.

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NORTHAMPTON, MASS.:  
GAZETTE PRINTING COMPANY.  
1890.









ROGERS HALL—EASTERN FRONT.



CLARKE HALL—EASTERN FRONT.



**BAKER HALL.**



**DUDLEY HALL—EASTERN FRONT.**



TWENTY-THIRD  
ANNUAL REPORT

OF THE

Clarke Institution for Deaf-Mutes

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending August 31, 1890.



NORTHAMPTON, MASS.:  
GAZETTE PRINTING COMPANY.  
1890.

(Chap. 300.)

**AN ACT RELATING TO DEAF-MUTES.**

*Be it Enacted, &c., as follows :*

**SECTION 1.** No beneficiary of this Commonwealth, in an institution or school for the education of Deaf-Mutes shall be withdrawn therefrom except with the consent of the proper authorities of such institution or school, or of the Governor of this Commonwealth.

**SECTION 2.** This Act shall take effect upon its passage. [*Approved May 17, 1871.*]

JUN 28 '34

## OFFICERS AND CORPORATORS.

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### **PRESIDENT.**

LEWIS J. DUDLEY.

### **VICE-PRESIDENTS.**

WILLIAM ALLEN,  
FRANKLIN CARTER.

### **CLERK.**

EDWARD B. NIMS, M. D.

### **TREASURER.**

LAFAYETTE MALTBY.

### **AUDITOR.**

WILLIAM P. STRICKLAND.

### **CORPORATORS.**

LEWIS J. DUDLEY, Northampton.  
WILLIAM ALLEN, Northampton.  
WILLIAM P. STRICKLAND, Northampton.  
GARDINER G. HUBBARD, Washington, D. C.  
F. B. SANBORN, Concord.  
HORATIO G. KNIGHT, Easthampton.  
HENRY WATSON, Northampton.  
FRANKLIN CARTER, Williamstown.  
EDWARD B. NIMS, M. D., Northampton.  
FRANKLIN BONNEY, M. D., Hadley.  
CHARLES MARSH, Springfield. ✓  
JAMES MADISON BARKER, Pittsfield.

### **SCHOOL COMMITTEE.**

LEWIS J. DUDLEY, <i>Chairman.</i>	WILLIAM P. STRICKLAND,
HENRY WATSON,	EDWARD B. NIMS,
FRANKLIN CARTER,	HORATIO G. KNIGHT.

### **FINANCE COMMITTEE.**

HORATIO G. KNIGHT, *Chairman.*  
HENRY WATSON,  
WILLIAM ALLEN.

# OFFICERS OF THE CLARKE INSTITUTION

*From its Organisation to the Present Time,*

JULY 15, 1867—OCTOBER 10, 1890.

## ***PRESIDENTS.***

	<i>Elected.</i>	<i>Retired.</i>
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	1883
LEWIS J. DUDLEY,	1883	

## ***CORPORATORS BY ACT OF INCORPORATION.***

	<i>Elect'd.</i>	<i>Ret'd.</i>		<i>Elect'd.</i>	<i>Ret'd</i>
*OSMYN BAKER,	1867	1875	THEODORE LYMAN,	1867	1868
WILLIAM ALLEN,	1867		HORATIO G. KNIGHT,	1867	
LEWIS J. DUDLEY,	1867		*JOSEPH A. POND,	1867	1867
JULIUS H. SEELYE,	1867	1887	WILLIAM CLAPLIN,	1867	1873
GEORGE WALKER,	1867	1876	*JAMES B. CONGDON,	1867	1879
GARDINER G. HUBBARD,	1867		*THOMAS TALBOT,	1867	1885

## ***CORPORATORS BY ELECTION.***

JOSEPH H. CONVERSE,	1868	1870	JOHN D. LONG,	1880	1883
*JONATHAN H. BUTLER,	1868	1868	WM. P. STRICKLAND,	1883	
F. B. SANBORN,	1868		FRANKLIN CARTER,	1884	
*J. HUNTINGTON LYMAN,	1870	1877	EDWARD B. NIMS,	1885	
*SAMUEL A. FISK,	1873	1884	*FRANCIS H. DEWEY,	1886	1888
HENRY WATSON,	1875		FRANKLIN BONNEY,	1887	
*CHARLES DELANO,	1877	1883	CHARLES MARSH,	1888	
EDWARD HITCHCOCK,	1877	1887	JAMES MADISON BARKER,	1889	

## ***TREASURERS.***

OSMYN BAKER,	1867	1869	LAFAYETTE MALTBY,	1869
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## ***PRINCIPALS.***

HARRIET B. ROGERS,	1867	1886	CAROLINE A. YALE,	1886
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## ***ASSOCIATE PRINCIPALS.***

CAROLINE A. YALE,	1873	1886	*ALICE E. WORCESTER,	1886	1890
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## ***STEWARDS.***

HENRY J. BARDWELL,	1870	1883	FREEMAN C. CARVER,	1883
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\*Deceased.

# OFFICERS AND INSTRUCTORS.

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## **PRINCIPAL.**

CAROLINE A. YALE.

## **INSTRUCTORS.**

RUTH WITTER,	ALICE M. FIELD,
KATHARINE FLETCHER,	ALICE R. BRAY,
MARY KATHAN,	ELEANOR B. WORCESTER,
FANNIE W. GAWITH,	JUNE YALE,
REBECCA E. SPARROW,	M. INA PROHL,
ELLA SCOTT,	ADELLA F. POTTER,
MARION S. SMITH.	

## *Teacher of Drawing.*

CLARA W. LATHROP.

## *Teacher of Wood Carving.*

BESSIE S. LATHROP.

## **STEWARD.**

FREEMAN C. CARVER.

## **ACTING-MATRON.**

MARY SMITH.

## **ASSISTANT MATRONS.**

ADDIE E. PEASE.                      OCTAVIA COFFIN.

## **ATTENDANTS.**

SARAH HASKINS,	MARY A. ELLIOTT,
ELLEN M. STANLEY,	LILLIAN C. LENTELL.
HELEN J. ELLIOTT.	

## **MASTER OF CABINET SHOP.**

N. B. LUCIA.

## **FARMER AND ENGINEER.**

REUBEN ROBINSON.





## Report of the Corporation.

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*To the Massachusetts Board of Education :*

GENTLEMEN : — During the year ending August 31st, 1890, The Clarke Institution pursued the even tenor of its way with wonted success in the Grammar Department, but a serious drawback during several months in the Primary Department. The number of pupils instructed, most of them during the entire year, was 107 — boys 56, girls 51 ; in the Primary Department, 65 ; in the Grammar Department, 42 ; boarding pupils, 106 ; day pupils 1. The number present at the close of the year was 100.

Of the whole number, 84 were from Massachusetts, 5 from New Hampshire, 3 from Vermont, 2 from Connecticut, 1 from New York, 3 from Ohio, 2 each from Minnesota and the District of Columbia, and 1 each from Pennsylvania, Indiana, Missouri, Dakota, and Canada.

In the Grammar Department good health prevailed, and the progress of the pupils was greater in some branches of study than heretofore, without short-coming in other branches. In the Primary Department, the school life of many pupils was badly interrupted by an epidemic of diphtheria and sore throat, These maladies made their appearance late in October, and continued with more or fewer cases, for some five months. The victims of sore throat were many ; of diphtheria, twelve pupils, two teachers, and one children's attendant. There was but one death, that of a bright and promising girl from Hyde Park, aged 10 years. At the breaking out of the latter disease, all parents were notified and permitted to withdraw their children. Most parents thought in case of sickness, care and nursing in the

hospital of the institution would be better than could be given them at home, and only fourteen were withdrawn.

All the school exercises were regularly continued; an extra teacher was hired; extra labor was bestowed upon the sick after their recovery, and upon the absent after their return; and the educational loss to the Primary Department was thus reduced to a minimum.

As our buildings and grounds were subjected to a searching scrutiny first by the physician employed, next by the Chairman of the City Board of Health, and again by the Secretary of the State Board of Health, and no source of disease was discovered, and as diphtheria had appeared in other parts of the city and in adjacent towns before it broke out in our School, it is safe to say that the malady did not originate on our premises.

The number of pupils instructed in drawing was 32; in wood carving, 27; in cabinet work, carpentry, and seating cane-bottomed chairs, 17. The older girls were taught industries appropriate to the sex.

Three pupils had completed the course heretofore requisite for graduation. But our Principal, being desirous of elevating the standard therefor, persuaded their parents to return them to school for another year. Only one of the three was a state pupil and this one had been with us less than the regular ten years allowed by law.

During the year, one pupil was expelled, one transferred to the Hartford school, one dismissed for delinquency, and eleven honorably discharged or withdrawn at the end of the year.

The school expenses proper during the twelve months were \$28,857.94. These expenses were increased some \$500 by the epidemic aforementioned, and though most of the victims were state pupils, no demand therefor is made on the State Treasury. Though the salaries of the two teachers and one children's attendant who contracted the disease in the faithful discharge of duty, were continued during sickness, and though the vacancies were filled at extra expense, full abatement of charges was made to the state for the absence of its pupils temporarily withdrawn by parents. This abatement amounted to \$960.25, and with the increased expense aforementioned, makes the financial exhibit for the year less gratifying than it otherwise would be by nearly

1

\$1500. The income from the fund was \$17,817.85, this being \$176.54 more than that of last year.

Of the corps of teachers recently employed, matrimony has robbed us of three permanently, and physical infirmity of two for a period of uncertain duration. This is much to be regretted, as all of them, besides some preliminary training, had had more or less experience in their work; and the accomplished teacher of our highest class, Miss Katharine Fletcher, had rendered efficient service many years. Changes in teachers are burdensome to the Principal as well as injurious to the pupils.

In ordinary circumstances no new teacher of whatever scholastic attainments, or experience with hearing pupils, is intrusted with a class without more or less initiation by the Principal into the special work to be done. This is persistently followed up by supervision, suggestion, and assistance in the school-room. Indeed it may be said that our Institution is not only a school for the practical instruction of deaf pupils, but a normal school for the training of our teachers.

For many years, a brief course of lessons has been given to each new teacher, and during almost the whole of the past year, two lessons a week have been given by the Principal to nearly our whole corps of instructors, whether of much or little experience. This course has included the following topics:—

1. Anatomy of the Vocal Organs and of the Ear, illustrated by diagrams.
2. Elementary Sounds of the English Language, and their Classification.
3. Formation of Elementary Sounds, with the methods of eliciting each from the pupil.
4. Visible Speech—a thorough knowledge imparted, not to be taught to the pupil, but as an essential requisite to complete equipment for teaching articulation.
5. Detailed Plans for Elementary Instruction in Language.
6. General Suggestions in regard to Mental Development, Religious Instruction, Discipline, Industrial Training, etc.
7. Different Methods of Deaf-Mute Instruction, including those now practiced with Blind Deaf-Mutes.
8. History of Deaf-Mute Education.

As far as time and subject-matter would allow, the lessons

thus learned were practically applied by our teachers from week to week in the school-room.

At the close of the course, a searching, written examination of these teachers upon the lessons given was continued nearly two days. The same course is to be repeated to all new instructors the present year, with amplifications and additions, to be shared also by the recipients of the former course.

The number of pupils enrolled for the current year (1890-91), is 108, of whom 101 are present; boys 53, girls 48; in the Primary Department 57, and in the Grammar Department, 44.

In August last, there was held in New York city, a Convention of American Instructors of the Deaf, at which our Institution was represented by its Principal, Miss Yale, and by the Head Teacher in its Primary Department, Miss Gawith. At this Convention, an Association was formed to make the teaching of articulation to the speechless more general and more efficient. In this proceeding, the Principal of the Clarke Institution was an active participant, and occupies a prominent position in the new society, but without any idea of secession from, or hostility to, the existing general organization of American Instructors of the Deaf. This new Association has been legally incorporated, and is to receive from a private source such a large sum of money as will command the most efficient means for accomplishing its object.

Some account of the doings of the General Convention, as well as particulars respecting the new Association, will be found in the Report of our Principal, to which attention is invited.

For the Corporation,

LEWIS J. DUDLEY, *President.*

Oct. 8, 1890.

# Receipts and Expenditures OF THE CLARKE INSTITUTION

FOR THE YEAR ENDING AUGUST 31, 1890.

## RECEIPTS.

Income from Clarke and Reserve Fund,	\$17,817.85	
"    Street Fund,	83.72	
"    Lippitt Fund,	31.26	
"    Green Fund,	19.68	
"    State of Massachusetts,	12,638.61	
"    Other States,	1,185.63	
"    Pupils,	2,633.33	
"    Farm and Stable,	550.00	
	<hr/>	\$34,960.08

## SPECIAL RECEIPTS.

Additional to Lippitt Fund,	\$1,000.00	
	<hr/>	\$35,960.08

## EXPENDITURES.

### CURRENT.

For Groceries and Provisions,	\$ 6,282.18	
"    Furnishing,	862.14	
"    Wages,	2,559.25	
"    Salaries,	12,346.74	
"    Fuel and Lights,	3,117.83	
"    Repairs,	1,583.65	
"    Farm and Stable,	372.90	
"    Cabinet Shop,	1,255.43	
"    School Incidentals,	308.27	
"    General Incidentals,	1,623.42	
	<hr/>	\$30,311.81

### SPECIAL EXPENDITURES.

For Insurance,	\$ 78.00	
"    Warrant for Sidewalk,	102.05	
"    Lippitt Prizes, Miss Yale,	25.00	
"    Green Prizes, Miss Yale,	15.00	
"    Warrant for Fence, etc.,	228.36	
"    Income bal. from Lippitt, Street and Green Funds,	94.66	
"    Reserve,	4,105.20	
"    Donation to Lippitt Fund,	1,000.00	
	<hr/>	\$ 5,648.27
Current,		30,311.81
		<hr/>
		\$35,960.08



## Report of the Principal.

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*Gentlemen of the Corporation :—*

The year for which we now report proved one of mingled good and ill fortune. It opened under favorable auspices. Miss Fletcher, the experienced teacher of our First Class, returned to her work, while Miss Potter, who had acted as Miss Fletcher's substitute, was appointed to fill the only vacancy occurring at that time—that caused by the resignation of Miss Annie Fish.

The number of pupils in the Grammar Department was increased by the promotion of six from the Primary School and three from other schools. At the holidays the resignation and marriage of Miss Marion Smith occurred. Her place was filled by the transfer of Miss June Yale from the Primary School. The work in this department went on through the year with little interruption—with zeal on the part of the teachers and interest on the part of the pupils. The results attained were in most cases very commendable. Satisfactory progress may also be reported from the classes in drawing, wood-carving, carpentry and sewing.

Nineteen pupils entered the Primary Department; one entered the second class, while the remaining eighteen formed the lowest grade. Of the interruption to the work of this department by illness you are already fully aware. The actual loss was less than we anticipated. The lowest grade suffered most. The twenty-third year of our school found us visited for the first time with diphtheria, and for the first time disease took from us one of our pupils—Reeta A. Coombs, a bright, interesting little girl of nine years. She had been with us a few weeks during a previous year but had been kept from school by delicate



health and defective vision. She had been for some time under the care of an early graduate of our school by whose help she had acquired not a little language and lip-reading and had received mental and moral development of very great value. The little child won all hearts to herself by her sweet thoughtful ways. She was ill but a few days, and early in the progress of the disease it was apparent that neither medical skill nor care of mother and friends could keep the little life. When one measures the hardness life must inevitably have brought to her, suffering under so many limitations, he can but "Thank God for death ; bright thing with dreary name." The comparatively small number of cases and the good recovery of so large a percentage must be attributed to the watchful, self-sacrificing devotion of the officers of the Primary School, and the skill and unremitting attention of our physician, Dr. Charles W. Cooper.

Near the close of the year Miss Clara Eddy was added to our corps of teachers and entered upon work in our Primary School.

No pupils were graduated at the close of the year as it was decided that all the members of the most advanced class would be able to return for an additional year of study. The close of the year, however, brought an unusual number of changes in our board of teachers. Miss Bray and Miss Prohl left to be married ; Miss Eleanor Worcester, for a year's rest ; while Miss Fletcher took a temporary leave of absence, her place being filled by a substitute. You will recall that at your last meeting in June, Miss Gawith received the appointment of Head Teacher in the Primary Department. The vacancy in the office of associate principal caused by the death of Miss Worcester, made it advisable to impose upon some one a portion of the duties assigned to her in that department. Miss Gawith, having been in that department longer than any other teacher, had a general familiarity with the work which made the appointment a most fitting one.

In March we received the gift of a thousand dollars in memory of Mrs. Mary A. Lippitt, to be added to the "Lippitt Fund" for prizes. Mrs. Lippitt's daughters are the donors and at their request the income of this last gift is to be divided into two prizes : one for the greatest improvement in articulation, and the other for the greatest improvement in lip-reading. These prizes will be larger than those previously given and in addition

to them. This permanent manifestation of Mrs. Lippitt's long and kindly interest in our work will be a constant incentive to both pupils and teachers.

A part of the appropriation, made in June, for gymnastic apparatus has been expended and a teacher has been secured. By this, a long hoped for good seems attained, at least, in a measure. The need of a suitable room or building, however, grows more apparent. The pupils are very enthusiastic in regard to this new acquisition of the school. Many of the parents have expressed great satisfaction that physical culture is to receive more attention, and the mother of one of our boys has shown her interest by a contribution to the gymnasium fund.

The twelfth meeting of the "Convention of American Instructors of the Deaf," was held in August of this year, in New York, at the institution on Washington Heights. The first convention of this kind was held forty years ago, at the same institution; representatives from six schools being present. These meetings are held regularly every fourth year in different parts of the country. The meeting of the past summer was the largest ever held. Representatives were present from the Pacific coast, from Florida, and from beyond our northern boundaries—the schools of Canada and Nova Scotia sending delegates. Fifty schools were represented; the whole number of persons present being about six hundred. The meetings continued from the twenty-third to the twenty-seventh of August. There were present adherents of all the various systems employed in this country for the instruction of the deaf, but there seemed little desire to renew the controversy of twenty years ago. Each system claims for itself distinctive merits and special adaptations. The justice of these claims is now generally conceded by the great body of those engaged in teaching the deaf. The sessions of the convention were occupied almost entirely by the reading of papers, but little time being allowed for discussion. It would have seemed wiser that a smaller number of papers should have been read, although the subjects treated were of vital interest to teachers, and it would no doubt have been difficult to decide which should be read and which should come to the attention of teachers only through the printed report. A change in the organization of the convention seems likely to take place soon. It has grown somewhat unwieldy under its present form. At a Convention

of Articulation Teachers held in 1884, it was voted to request the General Convention to organize a section for the promotion of articulation teaching. This resolution being referred to at the recent Convention, the oral teachers were requested to organize such a section. This they did on the plan of the general body and entirely in harmony with it. This action will, no doubt, ensure for articulation teachers more practical benefit from future conventions. A strong feeling, however, prevailed among the principals of oral schools that the work of this section should be so arranged as not to prevent oral teachers securing the full benefit of the more general work of the Convention.

Previous to this movement, informal meetings of teachers engaged in articulation work were held during hours unoccupied by the general meetings, for the consideration of practical schoolroom work in this department. Dr. Alexander Graham Bell was present at these meetings with the enthusiastic helpfulness which always characterizes him. He urged the formation of an association to promote the teaching of speech to the deaf, pledging a contribution of twenty-five thousand dollars to it upon its incorporation. Such an organization was effected, and has since been incorporated under the name of "The American Association to promote the Teaching of Speech to the Deaf." Its objects as set forth in the articles of incorporation are "To aid schools for the deaf in their efforts to teach speech and speech-reading by providing schools for the training of articulation teachers ; by the employment of an agent or agents who shall, by the collection and publication of statistics and papers relating to the subject, and by conference with teachers and others, disseminate information concerning methods of teaching speech and speech-reading, and by using all such other means as may be deemed expedient ; to the end that no deaf child in America shall be allowed to grow up 'deaf and dumb' or 'mute' without earnest and persistent efforts having been made to teach him to speak and to read the lips." The affairs of the Association are to be managed by the following Board of Directors, many of whom are known to you either as leading educators of the deaf, or as men who have for years interested themselves in the welfare of this class :—Dr. Alexander Graham Bell and Hon. Gardiner G. Hubbard of Washington, D. C. ; D. Greenberger of New York city ; Philip G. Gillett of Illinois ;

A. L. E. Crouter of Philadelphia ; Z. F. Westervelt of Rochester, N. Y. ; Ellen L. Barton of Portland, Me. ; Mary H. True of Bethel, Mass., and Caroline A. Yale of Northampton, Mass. The president of the board is Dr. Bell ; the vice presidents are G. G. Hubbard and Caroline A. Yale ; the secretary is Z. F. Westervelt and the treasurer is Charles G. Bell of Washington.

The formation of this Association and of the Oral Section of the Convention are assuredly matters of interest to you as a board having in charge one of the oldest and largest oral schools in America. Although these organizations are not intended to forward the "pure oral system" but to encourage the teaching of speech and lip-reading, whether in oral or combined system schools, the general influence of such movements on our work, as well as the direct help to be gained from such a training school for teachers as is contemplated, cannot be over-estimated. The attempts made in our own school to assist teachers to fit themselves for the work makes us more eager for the help we may anticipate from such a school. When well-trained teachers can be secured, we may be sure of better work ; sure, too, that entering teachers will not be over-burdened in the attempt to fit themselves for the work they must at the same time be essaying to do. The ease in work as well as the skill of a well-trained workman is a matter of greatest importance. It may be possible for a principal to admit one or two persons to gather what they can from instruction given to entering teachers, but the school and its immediate needs should always be considered paramount, and the general work of training teachers, if it is to be done in the best way must be relegated to other hands. If graduates of normal schools and colleges may pursue an additional course of instruction whereby they may furnish themselves for the special work of giving speech to the deaf, better days are surely coming for the nine thousand pupils in the schools for the deaf in America.

Respectfully submitted,

CAROLINE A. YALE.

October 8, 1890.

## PRIZES.

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### ARTICULATION (LIPPITT FUND).

#### *Awarded Monthly.*

Arthur H. Clancy,	Edna Mountain,
Abraham L. Fechheimer,	Lucy H. Weeks,
Murty Howard,	Homer Wheeler,
Mary A. Kelly,	

### LANGUAGE AND PENMANSHIP (LIPPITT FUND).

#### *Awarded Monthly.*

Arthur H. Clancy,	Ella Lenfest,
John F. Clinton,	Edna Mountain,
Thomas Cryan,	Margaret O'Neill,
Albert Sidney Howard,	Pierson Radcliffe,
Hattie Jelley.	

### LIP-READING, (GIVEN BY A FRIEND).

#### *Awarded Semi-Annually.*

Mary Feehan,	William Mellin,
George Hull,	Susie Pulver,
Clara May Knox,	Jane Willard,
Bertrand Macomber.	

### NUMBERS.

Henry Gour,	Homer C. Wheeler,
John McMahon.	

### GENERAL IMPROVEMENT.

James A. Nugent,	Thomas Westropp,
John Trainor,	Melvin Wheeler.

### CABINET WORK.

Thomas Westropp.

### SEWING.

Celia King.

## COURSES OF STUDY.

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### *Primary Course.*

Kindergarten Exercises.  
Articulation.  
Writing.  
Language.  
Arithmetic—(the four elementary rules).  
Geography.  
Drawing.

### *\*Common or Grammar Course.*

Articulation.  
Language.  
Arithmetic (mental and written), through interest.  
Geography.  
History of the United States.  
General History.  
Lessons on General Subjects.  
Elementary Grammar.  
    “    Physiology.  
    “    Zoölogy.  
    “    Botany.  
    “    Natural Philosophy.  
    “    Physical Geography.  
Drawing,—Object and Cast.

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\*In order to graduate, pupils must have seventy-five per cent. in the semi-annual written examinations of the last two years of the course.

*High School.*

Articulation.

Arithmetic (completed).

Algebra.

Geometry.

Physiology.

Zoölogy.

Botany.

Geology.

Physical Geography.

Astronomy.

Natural Philosophy.

Chemistry.

General History.

Grammar and Analysis.

Rhetoric.

English Literature.

Political Economy.

Psychology.

Drawing— { Cast,  
Instrumental,  
Crayoning or Water Colors.

## CATALOGUE OF PUPILS.

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Alden, Sarah E.  
Altham, Ella  
Atzback, Mary E.  
Betters, Mary  
Blanchard, Louis  
Carlin, Willie  
Carrigan, Charles  
Cignoli, Flora  
Clancy, Arthur H.  
Clement, Annie F.  
Clinton, John F.  
Clinton, William T.  
Cole, Clifford  
Cole, Emil H.  
Coombs, Reta A.  
Crowley, Willie  
Cryan, Thomas  
Cullinane, John E.  
Curtice, Fred P.  
Cusick, J. Francis  
Day, Harriet M.  
Dorgan, Michael J.  
Dutton, Bertha H.  
Ehlert, Arthur H.  
Ellis, Belle  
Ewig, Barbara  
Fechheimer, Abraham L.  
Feehan, Mary

Greenwich.  
Fall River.  
Springfield.  
Monson.  
Holyoke.  
Peabody.  
Littleton.  
Springfield.  
Cincinnati, O.  
Russell.  
Jamaica Plain.  
Jamaica Plain.  
Boston.  
Marlboro.  
Hyde Park.  
Walpole, N. H.  
Salem.  
Dracut.  
E. Washington, N. H.  
Winchester.  
Great Barrington.  
Lawrence.  
Roxbury.  
South Lincoln.  
Montreal, P. Q.  
Springfield.  
Cincinnati, O.  
Ware.



Fox, Bert  
Ghisla, Albert  
Gillespie, Josephine A.  
Gould, Daniel  
Gour, Henry,  
Grady, James  
Hall, William J.  
Harrington, Reuben N.  
Haynes Heber N.  
Howard, Albert Sidney  
Howard, Mortimer  
Hull, George  
Jelley, Hattie  
Kane, Honora  
Kane, Thomas  
Kelley, Mary A.  
Kent, George F.  
King, Celia  
Kirby, John  
Knox, Clara May  
LeMay, Mary M.  
Lenfest, Ella H.  
Leno, George C.  
Lombard, L. Viola  
Lydon, Stephen  
Lyman, Jesse E.  
Mackrille, Edgar  
Macomber, Bertrand P.  
Martin, Mary  
Matheson, Ad. E.  
McDermott, Etta  
McMahon, John  
Mellin, William H.  
Monville, John B.  
Morin, Philip  
Morse, George F.  
Mountain, Edna  
Mullen, Sarah  
Murphy, Catherine  
Murray, David T.

Westfield.  
Boston.  
Medora, Da.  
Argos, Ind.  
Marlboro.  
Lowell.  
Cambridge.  
North Adams.  
Lawrence.  
Boston.  
Marlboro.  
Washington, D. C.  
Claremont, N. H.  
Worcester.  
Worcester.  
North Brookfield.  
Somerville.  
Westmore, Vt.  
Westboro.  
Springfield.  
Brandon, Vt.  
East Cambridge.  
East Middlebury, Vt.  
Cambridge.  
Norwood.  
E. Northfield.  
Hyde Park.  
Hudson.  
North Adams.  
Middletown, Pa.  
Lowell.  
Williamstown.  
South Yarmouth.  
Southbridge.  
Northampton.  
Newburyport.  
Norwalk, O.  
Boston.  
Dedham.  
Hyde Park.

Murray, Mary A.  
 Nugent, James A.  
 Okie, Grace G.  
 O'Neill, Margaret J.  
 Pavett, Samuel C.  
 Powers, Ellen T.  
 Pulver, Susie  
 Radcliffe, Pierson  
 Radcliffe, Sara  
 Randall, Hattie S.  
 Ransom, Eddie  
 Robbins, Joseph  
 Russell, Emily J.  
 Savard, M. Stephanie  
 Scott, Bertha S.  
 Slattey, Thomas  
 Smith, Evelyn F.  
 Spencer, U. Ernestine  
 Tebbets, Carrie A.  
 Thom, Clara E.  
 Trainor, Mary K.  
 Trainor, John J.  
 Trainor, James M.  
 Tyler, Dwight Louis  
 Tyler, L. Ernest  
 Wardwell, Bernice M.  
 Ware, Alice L.  
 Washburn, Carrie C.  
 Weeks, Lucy H.  
 Wells, Mary B.  
 Westropp, Thomas  
 Wheeler, Homer C.  
 Wheeler, Melvin H.  
 White, Grace  
 Willard, Jane M.  
 Williams, William M. O.  
 Winslow, Alice M.  
 Wordell, Annie M.  
 Wordell, Carrie B.

Hyde Park.  
 Fall River.  
 Washington, D. C.  
 Fall River.  
 Holbrook.  
 Worcester.  
 Glens Falls, N. Y.  
 Lynn.  
 Lynn.  
 Dover, N. H.  
 Southbridge.  
 West Millbury.  
 Worcester.  
 Boston.  
 Webster.  
 North Adams.  
 Chicago, Ill.  
 Columbus, O.  
 Greenville, N. H.  
 Haverhill.  
 Pittsfield.  
 Pittsfield.  
 Pittsfield.  
 West Brookfield.  
 Hudson.  
 Keene, N. H.  
 Worcester.  
 Plymouth.  
 Middletown, Ct.  
 Marblehead.  
 Springfield.  
 Northampton.  
 Northampton.  
 Lowell.  
 Fitchburg.  
 Bedford.  
 Lynn.  
 Fall River.  
 Fall River.

## PAPERS, PERIODICALS, ETC.

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The following papers have been sent to the pupils gratuitously the past year :

Daily Herald, Northampton, Mass.  
Hampshire Gazette, Northampton, Mass.  
Daily Paper for Our Little People, Rochester, N. Y.  
The Deaf-Mute Journal, New York City.  
Kentucky Deaf-Mute, Danville, Ky.  
The Goodson Gazette, Staunton, Va.  
The Nebraska Mute Journal, Omaha, Neb.  
Our Record, Buffalo, N. Y.  
Our Dumb Animals, Boston, Mass.  
Kansas Star, Olathe, Kansas.  
The Tablet, Romney, W. Va.  
The Deaf-Mute Mirror, Flint, Mich.  
Mute's Companion, Fairbault, Minn.  
Deaf-Mute Record, Fulton, Mo.  
Wisconsin Times, Delavan, Wis.  
Deaf-Mute Hawkeye, Council Bluffs, Ia.  
Maryland Bulletin, Frederick, Md.  
Deaf-Mute Optic, Little Rock, Ark.  
The Deaf-Mute Voice, Jackson, Miss.  
The Weekly News, Berkeley, Cal.  
Juvenile Ranger, Austin, Texas.  
The Mute Chronicle, Columbus, O.  
The Silent World, Philadelphia, Penn.  
The Deaf-Mute Times, Trenton, N. J.

Thanks are also due to Drs. Cooper and Davenport, for professional services ; to the Connecticut River, Massachusetts Central, and New York, New Haven & Hartford railroads, for carrying members of the Institution at reduced fares.

## TERMS OF ADMISSION.

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This Institution is intended for the instruction of deaf children and youth by the Oral Method. It provides for pupils' tuition, board, lodging, washing, fuel and light, superintendence of health, conduct, manners and morals. The charges per year are for paying pupils two hundred and fifty dollars : for tuition simply, fifty dollars ; payable semi-annually in advance, the first week of each term. No charge is made for pupils resident in Massachusetts. No deduction for absences, except on account of sickness. Extra charges will be made for actual expenses incurred during sickness. The cost of clothing and travel as well as incidental expenses must be paid by the parent. *No State pupil will be allowed to withdraw without weighty reasons to be approved by the School Committee or by the Governor of the Commonwealth.* See, also, the law in regard to State pupils on the inside of the title page.

Applicants for admission in Massachusetts should apply to the Secretary of the Board of Education, State House, Boston ; in other New England States to the Governor, or to the Secretary of State. Forms of application will be furnished by the Secretary, or by this Institution.

There are two terms in the year, of twenty weeks each, with a summer vacation of twelve weeks. Pupils cannot spend the vacation at school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

*The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal, each term, for incidental expenses.*

Applications and letters for information must be addressed to Miss Caroline A. Yale, Principal of the Clarke Institution for Deaf Mutes, Northampton, Massachusetts. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Pupils must bring a certificate of vaccination, and a list of the diseases they have had. The Institution is not an asylum, but a school of learning ; and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and good moral habits.

Visitors are admitted only on Thursday afternoons, except for special reasons to be approved by the Principal.

# MASSACHUSETTS LAW IN REGARD TO EDUCATION OF DEAF MUTES.

[Chap. 179.]

## AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF-MUTES OR DEAF CHILDREN.

*Be it enacted, etc., as follows :*

SECTION 1. With the approval of the board of education the governor may send such deaf mutes or deaf children as he may deem fit subjects for education, for a term not exceeding ten years in the case of any pupil, to the American Asylum at Hartford, the Clarke Institution for Deaf-Mutes at Northampton, or to the Horace Mann School at Boston, or to any other school for deaf-mutes in the Commonwealth, as the parents or guardians may prefer ; and with the approval of the board, he may make at the expense of the Commonwealth, such provisions for the care and education of children who are both deaf-mutes and blind, as he may deem expedient. In the exercise of the discretionary power conferred by this act no distinction shall be made on account of the wealth or poverty of the parents or guardians of such children ; no such pupil shall be withdrawn from such institution or school, except with the consent of the proper authorities thereof, or of the governor, and the sums necessary for the instruction and support of such pupils in such institution or school, shall be paid by the Commonwealth ; *provided, nevertheless*, that nothing herein contained shall be held to prevent the voluntary payment of the whole or any part of such sum by the parents or guardians of said pupils.

SEC. 2. Section sixteen of chapter forty-one of the Public Statutes and chapter two hundred and forty-one of the acts of the year eighteen hundred and eighty-six are hereby repealed.

SEC. 3. This act shall take effect upon its passage.

Approved April 14, 1887.

[Chap. 226.]

## AN ACT TO AMEND AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF MUTES OR DEAF CHILDREN.

*Be it enacted, etc., as follows :*

SEC. 1. Upon the request of the parents or guardians, and with the approval of the state board of education, the governor may continue the schooling of meritorious deaf-mutes or deaf children of capacity and promise, beyond the existing limitation of ten years, as provided in chapter two hundred and thirty nine of the acts of the year eighteen hundred and eighty-eight, when such pupils are properly recommended therefor by the principal or other chief officer of the school of which they are members.

SEC. 2. This act shall take effect upon its passage.

Approved April 8, 1889.

TWENTY-FOURTH  
ANNUAL REPORT

OF THE

Clarke Institution for Deaf-Mute

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending August 31, 1891.

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NORTHAMPTON, MASS.:  
GAZETTE PRINTING COMPANY.  
1891.





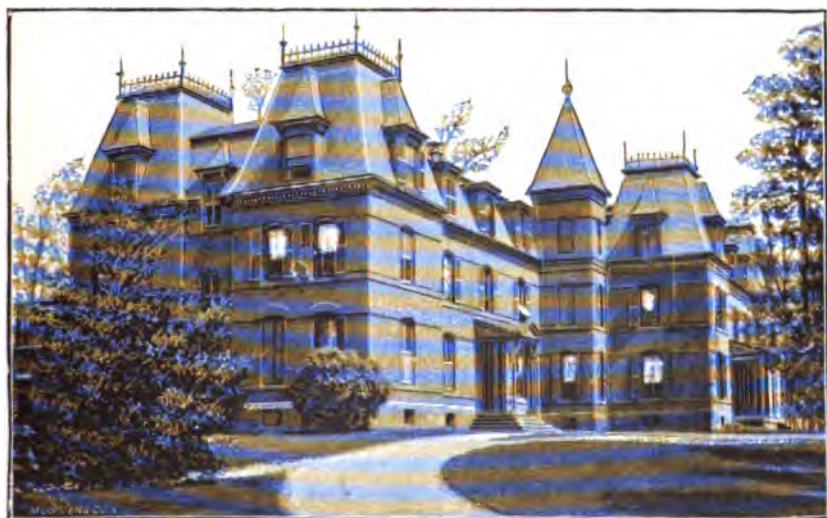




**ROGERS HALL—EASTERN FRONT.**



**CLARKE HALL—EASTERN FRONT.**



**BAKER HALL.**



**DUDLEY HALL—EASTERN FRONT.**



TWENTY-FOURTH  
ANNUAL REPORT

OF THE

Clarke Institution for Deaf-Mutes

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FOR THE

Year Ending August 31, 1891.



NORTHAMPTON, MASS.:  
GAZETTE PRINTING COMPANY.  
1891.

(Chap. 300.)

**AN ACT RELATING TO DEAF-MUTES.**

*Be it Enacted, &c., as follows :*

**SECTION 1.** No beneficiary of this Commonwealth, in an institution or school for the education of Deaf-Mutes shall be withdrawn therefrom except with the consent of the proper authorities of such institution or school, or of the Governor of this Commonwealth.

**SECTION 2.** This Act shall take effect upon its passage. [*Approved May 17, 1871.*]

## OFFICERS AND CORPORATORS.

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### **PRESIDENT.**

LEWIS J. DUDLEY.

### **VICE-PRESIDENTS.**

HORATIO G. KNIGHT,  
FRANKLIN CARTER.

### **CLERK.**

EDWARD B. NIMS, M. D.

### **TREASURER.**

LAFAYETTE MALTBY.

### **AUDITOR.**

WILLIAM P. STRICKLAND.

### **CORPORATORS.**

LEWIS J. DUDLEY, Northampton.  
WILLIAM P. STRICKLAND, Northampton.  
GARDINER G. HUBBARD, Washington, D. C.  
F. B. SANBORN, Concord.  
HORATIO G. KNIGHT, Easthampton.  
FRANKLIN CARTER, Williamstown.  
EDWARD B. NIMS, M. D., Northampton.  
FRANKLIN BONNEY, M. D., Hadley.  
CHARLES MARSH, Springfield.  
JAMES MADISON BARKER, Pittsfield.  
JOHN B. CLARK, Northampton.

### **SCHOOL COMMITTEE.**

LEWIS J. DUDLEY, <i>Chairman.</i>	EDWARD B. NIMS,
FRANKLIN CARTER,	JOHN B. CLARK,
WILLIAM P. STRICKLAND,	FRANKLIN BONNEY.

### **FINANCE COMMITTEE.**

HORATIO G. KNIGHT, *Chairman.*  
CHARLES MARSH,  
EDWARD B. NIMS, M. D.

# OFFICERS OF THE CLARKE INSTITUTION

*From its Organisation to the Present Time,*

JULY 15, 1867—OCTOBER 14, 1891.

## PRESIDENTS.

	<i>Elected.</i>	<i>Retired.</i>
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	1883
LEWIS J. DUDLEY,	1883	

## CORPORATORS BY ACT OF INCORPORATION.

	<i>Elect'd.</i>	<i>Ret'd.</i>		<i>Elect'd.</i>	<i>Ret'd.</i>
*OSMYN BAKER,	1867	1875	THEODORE LYMAN,	1867	1868
*WILLIAM ALLEN,	1867	1891	HORATIO G. KNIGHT,	1867	
LEWIS J. DUDLEY,	1867		*JOSEPH A. POND,	1867	1867
JULIUS H. SEELYE,	1867	1887	WILLIAM CLAFLIN,	1867	1873
GEORGE WALKER,	1867	1876	*JAMES B. CONGDON,	1867	1879
GARDINER G. HUBBARD,	1869		*THOMAS TALBOT,	1867	1885

## CORPORATORS BY ELECTION.

JOSEPH H. CONVERSE,	1868	1870	JOHN D. LONG,	1880	1883
*JONATHAN H. BUTLER,	1868	1868	WM. P. STRICKLAND,	1883	
F. B. SANBORN,	1868		FRANKLIN CARTER,	1884	
*J. HUNTINGTON LYMAN,	1870	1877	EDWARD B. NIMS,	1885	
*SAMUEL A. FISK,	1873	1884	*FRANCIS H. DEWEY,	1886	1888
*HENRY WATSON,	1875	1891	FRANKLIN BONNEY,	1887	
*CHARLES DELANO,	1877	1883	CHARLES MARSH,	1888	
EDWARD HITCHCOCK,	1877	1887	JAMES MADISON BARKER,	1889	
			JOHN B. CLARK,	1891	

## TREASURERS.

OSMYN BAKER,	1867	1869	LAFAYETTE MALTRY,	1869
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## PRINCIPALS.

HARRIET B. ROGERS,	1867	1886	CAROLINE A. YALE,	1886
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## ASSOCIATE PRINCIPALS.

CAROLINE A. YALE,	1873	1886	*ALICE E. WORCESTER,	1886	1889
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## STEWARDS.

HENRY J. BARDWELL,	1870	1883	FREEMAN C. CARVER,	1883
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\*Deceased.

# OFFICERS AND INSTRUCTORS.

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## **PRINCIPAL.**

CAROLINE A. YALE.

## **INSTRUCTORS.**

RUTH WITTER,  
†KATHARINE FLETCHER,  
MARY KATHAN,  
FANNIE W. GAWITH,  
REBECCA E. SPARROW,  
ELLA SCOTT,  
ALICE M. FIELD,

JUNE YALE,  
ADELLA F. POTTER,  
CLARA D. EDDY,  
GRACE L. WRIGHT,  
FLORA A. HICKOK,  
ABBY T. BAKER,  
FANNIE LUCAS.

## ***Teacher of Drawing.***

CLARA W. LATHROP.

## ***Teacher of Wood Carving.***

BESSIE S. LATHROP.

## **STEWARD.**

FREEMAN C. CARVER.

## **MATRON.**

MARY SMITH.

## **ASSISTANT MATRONS.**

ADDIE E. PEASE,

OCTAVIA COFFIN.

## **ATTENDANTS.**

SARAH HASKINS,  
LILLIAN C. LENTELL,

CYNTHIA A. SQUIER,  
HATTIE P. LANGDON,

MARY A. ELLIOTT.

## **MASTER OF CABINET SHOP.**

N. B. LUCIA.

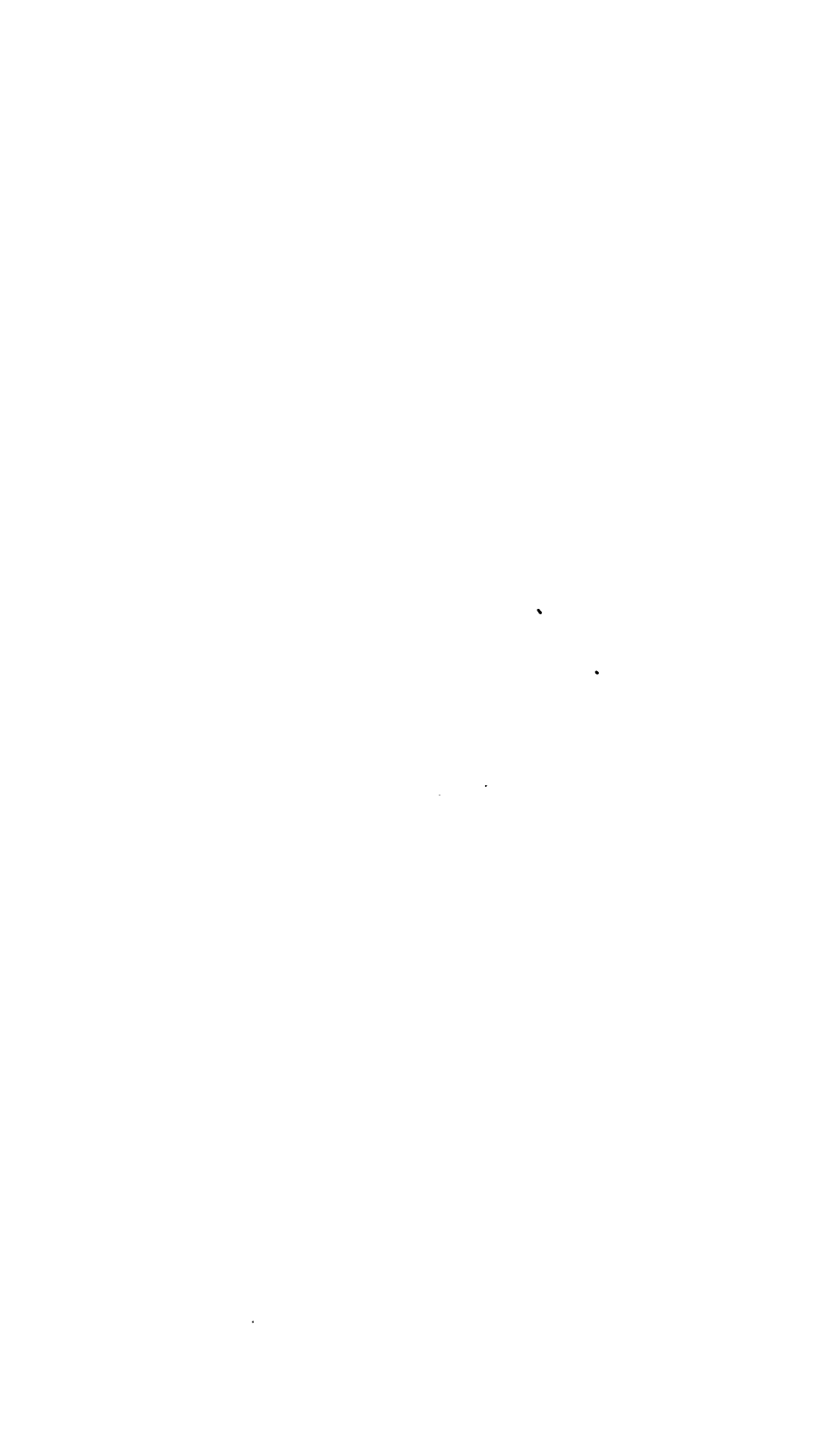
## **FARMER AND ENGINEER.**

REUBEN ROBINSON.

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†Absent: Edith E. Gaylord, substitute.





## Report of the Corporation.

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*To the Massachusetts Board of Education :*

GENTLEMEN :— The year ending August 31st, 1891, was a prosperous year to the Clarke Institution. No untoward event happened and no sickness more serious than a single mild case of measles befell either pupils or teachers. The number of pupils instructed, most of them during the entire year, was 109— boys 56 ; girls 53 ; — in the Primary Department 60 ; in the Grammar Department 49 ; boarding pupils, 108 ; day pupils, 1. The number present at the close of the school year was 107.

Of the whole number, 84 were from Massachusetts, 8 from New Hampshire, 5 from Vermont, 3 from Ohio, and 1 each from Rhode Island, New York, Pennsylvania, Maryland, Indiana, District of Columbia, Georgia, Minnesota, and Dakota.

The number instructed in drawing was 31, in wood carving 25, in cabinet work 21. The older girls also received practical lessons in domestic labor. The continued service of the same teachers through the year without interruptions or changes from sickness, and the regular lessons received by them from the Principal, are believed to have secured as much progress in every department of instruction as during any preceding year. The continuance of the same trained teachers, with a single temporary exception, the present year, and the resumed instruction of our highest class by Miss Fletcher, promise increased progress for the future.

At the close of the forty weeks of school time, five pupils graduated and seven were withdrawn. The public graduating exercises were attended by as many friends of the Institution, as the limited capacity of our public hall would permit, and these ex-

ercises were generally pronounced superior in character to any previously held. A short preliminary address setting forth the nature and difficulty of the method of instruction here pursued as well as its signal benefits to the pupils, but without disparagement of methods pursued elsewhere, is made a part of this report.

The school expenses proper during the year were \$30,568.14. Our original fund, the bequest of Mr. Clarke, remains intact, and the income from that as well as from the reserve fund of some \$20,000, the accumulated savings of the past, was \$17,563.65, this being \$254.20 less than for last year. Most of the latter fund has been expended during the recent vacation in much needed structures and improvements. Our entire heating apparatus has been revolutionized. In the place of distrusted boilers under different occupied buildings, an independent structure has been erected containing two boilers of the most approved kind, and of sufficient capacity to meet all the wants of the Institution. Steam pipes therefrom have been laid under ground to every building intended for human occupancy, with return pipes for condensed steam, together with provisions for a large new building that must, ere long, be erected.

In connection with the new boiler house, storage for a year's supply of coal has, also, been provided, thus obviating the expense and waste of repeated handling, or of purchasing the last half-year's supply at extra cost.

To obviate the factory aspect of a high isolated smoke-stack, the necessary flue has been so connected with the outside of Rogers Hall as to appear like a chimney of the latter.

The old inadequate wooden laundry with its drying-ground, which so disfigured our eastern landscape, and which was a menace to Rogers Hall in case of fire, has been abolished, and a new brick laundry with modern appliances and rooms for the laundry women, has been attached to the rear of Baker Hall, with a drying-ground no longer exposed to public view. The Cabinet shop has been moved to a more eligible position, and capacious rooms for storage provided for in the basement. The barn has been removed from objectionable proximity to Baker Hall and located where the Cabinet shop formerly stood. All these changes and improvements will subserve convenience and utility and, when the environment is put in order, will much improve the aspect of the Institution.

While highly prosperous in all other respects, this Institution has to mourn the loss of two of its Corporators in the death of Henry Watson, Esq. in February last and of Judge William Allen, one of the justices of the Supreme Court of this Commonwealth, in June last. Mr. Watson was a prominent and much respected citizen of Northampton. He was elected Corporator in 1875 and was soon made a member of both our School and Finance committees, in which capacities he rendered faithful and useful service. Judge Allen was the legal adviser of the Founder of our Institution, Mr. John Clarke, drafted his Will, was made leading executor and trustee therein, and was constituted a member of our Board by the original act of incorporation in 1867. He served three years as Clerk of this Corporation, was subsequently made one of its two Vice-Presidents, and one of the three members of its Finance Committee, which positions he held at the time of his death. He took an ardent interest in the affairs of the Institution and rendered it all the service which his judicial duties would permit. The death of these gentlemen is sincerely mourned by their associates in this Board, as well as by all who enjoyed an intimate acquaintance with them.

In our last Report, allusion was made to the incorporation under New York laws of an "Association to Promote the Teaching of Speech to the Deaf," and of the generous contribution of \$25,000 by Mr. A. Graham Bell, to furnish the pecuniary basis. Of this Association Mr. Bell is President, and one of our Corporators, Mr. Hubbard, and our Principal, Miss Yale, are the two Vice Presidents. A convention of this Association was held at Lake George from the 1st to the 10th of July last with the happiest results. Some 150 delegates were present not only from schools purely oral, but from schools not partial to this system. All controversy as to systems was carefully excluded, and the lectures, papers, and discussions which fully engrossed the ten days, proved confessedly interesting and edifying even to those who anticipated no such result. Every teacher of our school was present as well as two of our pupils, and one who had just graduated brought there by his father. The two pupils were utilized by our teachers in the way of illustrating our methods of instruction, while the graduate, Abraham L. Fechheimer of Cincinnati, born deaf and still quite young,

made so favorable an impression that he was elected a member of the Association.—A more detailed account of this convention, and one more satisfactory except as to the prominent part taken by herself, will be found in the Report of our Principal to which attention is invited.

The number of pupils enrolled for the current year (1891–2) is 117, and the number present is 112. Of the latter there are, boys 54, girls 58; in the Primary Department 67, and in the Grammar Department 45.

### ADDRESS BY THE PRESIDENT PRELIMINARY TO THE GRADUATING EXERCISES, JUNE 10, 1891.

I suppose it occurs to few persons to ask themselves what speech really is. Nobody ever yet *saw* a *spoken* word. Like a bird it floats through the air, but unlike a bird it has neither feathers nor wings, and it cannot be seen. To blind old Homer birds and words were more alike than to us, and he often sang of “winged words” *ἔπεα πτερόεντα*. Possibly his poetic fancy rather than his blindness suggested this phraseology.

But what is a word? Many a sound comes from the human organs of speech that is not a word. A groan is not a word. Nature dictates that, and nature interprets it. Man did not contrive it nor prescribe its meaning. It is a single, prolonged, monotonous, undivided and unmodified vibration of air produced by the throat only. Had we no other organs of speech than the throat we could make only a few sounds represented by six letters of our alphabet, called vowels. With these we might make sing-song, but could not make words.

To form words, throat-sounds must be jointed up into parts, and the sound of each of these parts must be again limited, modified, and shaped by the other organs of speech. Here come in the functions of the tongue, lips, teeth, palate and nasal cavities. These functions are represented by twenty letters of our alphabet, called consonants. It hardly need be said that consonant means *sounding together with* a throat sound—a seeming misnomer for a few of these elements, which actually stop the throat sound instead of combining with it.

A word, then, is a limited and modified throat or vowel sound, to which common consent has attached a specific meaning, and which when heard, calls up the same idea in all minds.

But to meet all the exigences of speech, to express all human thoughts, and all modifications and shades of thought, words themselves, must be still farther jointed up into minor divisions called syllables. In the word in-di-vis-i-bil-i-ty, the throat sound represented by the letter *i* is divided into seven distinct joints.

Now the Latin for joint is *articulus*; and the Latin for making joints is *articulatio*. English-speaking people have borrowed this word, put an *n* on to it and given us the word articulation. Articulation then, means the making of joints.

It follows that the Master of our Cabinet shop is a teacher of articulation. But a joint in wood-work is addressed to the eye, and as our pupils are blessed with eyesight, each pupil can see for himself, and can cooperate in correcting his own shortcomings. Instruction is made comparatively easy. Not so in the school room. Joints in sound are a matter for the ear, and as our pupils are not blessed with hearing, the whole burden is thrown upon the teacher. Instruction becomes an up-hill business, and must content itself with imperfect results.

It follows that visitors here to-day are not to expect perfect distinctness of articulation. Some of them may understand only a part of what is said. Yet, daily contact with these pupils for a limited time, would render intelligible all that they say. Now this daily contact is enjoyed by parents, brothers, sisters, friends and employers, who soon come to understand them perfectly. Thus the great design and greatest utility of speech are attained. Ninety-nine human beings out of one hundred, not to say nine hundred and ninety-nine out of one thousand, use speech, not for making public addresses, but for daily and hourly intercourse with their associates.

To render this intercourse easy and rapid, either the deaf must learn speech, or other people must learn signs or finger-spelling. Now, other people with rare exceptions, are not going to learn either and they are not going to submit to the slow process of writing out day by day and hour by hour everything they have to say.

It follows that unless the deaf do learn speech, they will be an isolated class, thrown back upon themselves and out of sympathy with the rest of mankind. To teach them to speak, then, even imperfectly, is to create a bond of union between them

and hearing and speaking humanity. It is to put them on a higher plane of manhood and womanhood. It is to give them a conscious elevation in the scale of being. It is to increase their own self respect and the respect of others for them.

To teach the deaf to speak even imperfectly is to make our language their language, and to make the language of books their vernacular.

In a word, teaching the deaf to speak at all is making life for them better worth living.

To-day, five of our pupils who have long been with us, are to say good-bye to us and we to them. I congratulate them in that they have attained a position of good and regular standing in the genus homo, and that nothing but barbarism, or gross ignorance, or unpardonable thoughtlessness, will ever disparage their status by calling them "deaf and *dumb*." I congratulate them in that they have completed their course, and are not to pass their lives as aliens in their own country and among their own kindred. I congratulate also their parents, brothers, and sisters, in that they can now hold converse in their own vernacular with these once isolated members of their households.

For the Corporation,

LEWIS J. DUDLEY, President.

Oct. 14, 1891.

# Receipts and Expenditures OF THE CLARKE INSTITUTION

FOR THE YEAR ENDING AUGUST 31, 1891.

## RECEIPTS.

Income from Clarke and Reserve Fund,	\$17,563.65
“ Street Fund,	87.10
“ Lippitt Fund,	71.92
“ Green Fund,	19.84
“ State of Massachusetts,	14,411.54
“ Other States,	2,275.00
“ Pupils,	2,475.00
“ Farm and Stable,	100.00
	<hr/> \$37,004.05

## EXPENDITURES.

### CURRENT.

For Groceries and Provisions,	\$6,681.64
“ Furnishing,	992.15
“ Wages,	2,435.63
“ Salaries,	12,320.40
“ Fuel and Lights,	5,381.69
“ Repairs,	1,201.36
“ Farm and Stable,	399.38
“ Cabinet Shop,	1,127.19
“ School Incidentals,	461.80
“ General Incidentals,	974.73
	<hr/> \$31,975.97

### SPECIAL EXPENDITURES.

For Lippitt Prizes,	\$41.92
“ Green Prizes,	19.84
“ Income bal. from Lippitt, Street and Green Funds,	117.10
“ Reserve,	4,849.22
	<hr/> \$5,028.08
Current,	31,975.97
	<hr/> \$37,004.05





## Report of the Principal.

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### *To the Corporators of Clarke Institution :*

GENTLEMEN :—The report for the year just closed, in regard to the school under your care, varies little from that of previous years. There were one hundred and nine pupils enrolled, that being a larger number than any previous year. Fifteen new pupils were admitted ; nine entered the lowest grade, three entered other grades in the Primary School, and three entered the Grammar School. Thirteen pupils were promoted from the Primary to the Grammar School.

Though forced at the opening of the year to make an unusual number of changes in our corps of teachers, the inevitable loss to the school was reduced to its minimum by the earnest, faithful spirit manifested by all in the discharge of their regular duties, and manifested also in their desire to engage in study and reading on subjects connected with their work. The results of this study were felt in more intelligent application of methods in all parts of the school. Miss Fletcher was forced by ill health to be absent from the school during the entire year, and her place was filled by a substitute, Miss Edith E. Gaylord, a graduate of Smith College. The places of other teachers, having left permanently, were filled by Miss Grace L. Wright, a graduate of the University of Vermont ; and Miss Flora A. Hickok, who came to us holding certificates for Chicago City and Cook County schools. These two teachers, having given a month to the study of our methods during the preceding summer, came to the work with a much better preparation for it than the usual entering teacher. Still another vacancy was filled by two teachers in training, the duties of the position be-

ing shared by the two—Miss Abby T. Baker, a graduate of the Salem Normal School and a student of the Quincy Training School; and Miss Fannie Lucas, a teacher of some years' experience from Philadelphia.

The general plan of instruction throughout the school was the same as in previous years. Special impetus was given to our work in geography and history by the use of outline maps prepared on slated cloth, and by the gift of a set of Mac Cunn's Historical Charts. A set of nine charts for articulation drill work was prepared and printed for class use. We are assured, by the trial already made of them, that they will prove a most valuable aid in our work of correcting imperfect speech. The library of the school was classified and a carefully arranged catalogue of it was prepared. This work was greatly needed, and has been most satisfactorily accomplished by our library committee. A most valuable addition to our library is the Century Dictionary, presented to us by one of our graduates of this year, Abraham Fechheimer. The work is one which we had greatly desired for our school. To have it is a delight, but to receive it in this most delightful way, from a "grateful pupil," gives added value to it.

At the close of the year five pupils were graduated. At the time of their graduation, June 10, public exercises were held, in which both departments of our school shared.

#### PUBLIC EXERCISES—Wednesday, June 10, 1891.

##### Prayer.

##### Introductory remarks by the President.

Recitation—"Swing Song," R. L. Stevenson, Mary Atzback.

Recitation—A Little Child may have a Loving Heart,

Marsden C. Holman.

Numbers,

Class A

Elementary Geography,

Class B

Recitation—When I'm a Man,

Boys of the Fifth Class.

Speech and Language,

First Year's Class.

Language,

Second Year's Class.

Reading—"Great, wide, beautiful, wonderful World,"

Thomas Slattery.

United States History,

Fourth Class.

Reading—"My Heart's in the Highlands,"—*Burns*,

Compositions of Graduating Class.	{		Bertha Dutton.
		Joan of Arc,	A. M. Wordell.
		The Bad Lands of the Little Missouri,	
			J. A. Gillespie.
		Ants,	C. M. Murphy.
		Macbeth,	A. H. Clancey.
		Christopher Columbus at the World's Fair,	
			A. L. Fechheimer.
Recitation—The Builders— <i>Longfellow</i> ,			Graduating Class.
Presentation of Diplomas.			Awarding Prizes.

# MEMBERS OF GRADUATING CLASS.

Arthur Hutsepiller Clancey,	.	.	.	Cincinnati, Ohio.
Abraham Lincoln Fechheimer,	.	.	.	" "
Josephine Alden Gillespie,	.	.	.	Medora, Dakota.
Catherine Margaret Murphy,	.	.	.	Walnut Hills, Mass.
Annie Marcus Wordell,	.	.	.	Fall River, Mass.

The motto chosen by the class, "Our todays and yesterdays are the blocks with which we build," was left with us, inscribed under a photograph of the beautiful Milan Cathedral. It will always be a pleasant memento of these young lives, that have been lived under our care and have now gone out with, as we trust, a well laid foundation for after building.

Abraham Fechheimer has since entered the Cincinnati Technical School as a regular student, and Clancey has entered the same school as a special student. Several other pupils were given Honorable Discharges and allowed to leave school, as the circumstances of their families were such that it seemed unwise to deprive them longer of their help.

The number of pupils asking admission to our school has so far increased that there is need of a definite decision by you, as to whether they shall or shall not be admitted. The limit of the capacity of our present buildings is now reached, though we have admitted as few new pupils as possible for the last year or two. The question now urging itself upon you for consideration is: Shall your school grow still farther, and if so, how shall the enlargement be effected? If we adhere to the plan of allowing no single department to greatly exceed fifty in number, it will

be necessary at once to organize another school and family, which can be done in Dudley Hall. Twenty-five young children could be provided for in that way. There is need of better class rooms, even with our present number of pupils. Rooms are occupied as school rooms which were not designed for, and are ill adapted to that purpose. Our general assembly hall is used also for a gymnasium, and the class in wood-carving works there because no other place is available for it. Better results at less cost of time and strength could be attained in school rooms well adapted to their purpose. Teachers and pupils will rejoice when you deem it expedient and advisable to provide such school rooms for their use.

The pupils of our Grammar School had this year, for the first time, regular gymnastic drill. They enjoyed it very much and the benefits resulting therefrom were apparent to all. Instruction in cast drawing and wood carving was continued, and very satisfactory results were attained. Work in the sewing room and cabinet shop was also continued as in previous years.

In our last report, mention was made of the organization of the American Association to Promote the Teaching of Speech to the Deaf. In February last, a meeting of the Board of Directors was held in New York, at which a constitution was adopted, and a committee was appointed to arrange for a summer meeting of the Association. This meeting was held at Crosbyside Hotel, Lake George, from July 1st to 10th. Over a hundred and fifty members were present, most of them teachers of the deaf, representing schools from all parts of the country. Our own school was represented by the entire corps of teachers, and three of our pupils with their parents were also in attendance.

The purpose of this Association being to aid in the work of giving speech to the deaf in schools of all systems, there could be no ground for rightful discussion as to the relative merits of the systems themselves, and none was engaged in. The time was spent in giving and taking information of most practical value for all those who attempt to teach speech and lip-reading. A daily lecture on Vocal Physiology and Visible Speech was given by Dr. Alexander Graham Bell, the President of the Association; and a course of three lectures by Dr. Hewson, Demonstrator of Anatomy in Jefferson Medical College, Philadelphia,

on the anatomy of the vocal organs. These were illustrated by diagrams, models and anatomical preparations. Both courses of lectures were of the intense interest and of great practical value. General historical papers were read by the Hon. G. G. Hubbard, one of the members of your Board, on the History of the Instruction of the Deaf; and by the Principal of your school on the History of Articulation Teaching in America. Mr. Crouter, of the Philadelphia Institution, presented a paper on the History of Articulation Teaching in that Institution. This paper was one of special interest, as it recounts the gradual change in system in a large school—for fifty years a manual system school—until now there is organized in it a fully equipped oral school of over a hundred pupils, quite distinct in its organization from the main institution. The following are brief extracts from Mr. Crouter's paper, as recently published in the weekly periodical of that school:

“The history of the changes that have been effected, slowly and gradually, and therefore permanently, in the Pennsylvania Institution for the Deaf and Dumb during the past twenty years may prove suggestive. \* \* \* Allow me briefly to trace their most salient features.

Prior to 1870, the system of instruction pursued was that of the sign or manual system, introduced by Laurent Clerc, one of the famous pupils of Sicard.

For fifty years (the institution was founded in 1820) no other method was practiced, no other was believed possible. During all this period, pupils partially deaf and those who had lost their hearing but retained in greater or less degree their powers of speech, were treated in all respects as those born deaf. They were placed, greatly to their mutual detriment, in the same classes and taught in the same manner. Their progress in written language and in other branches of study was good, at times, in special classes, surprising, but no attempt was made to develop or improve their powers of speech. No one seemed to think such instruction necessary, the subject was passed over as one of little or no importance, and as a result in most cases the semi-mutes became entirely mute and the semi-deaf totally deaf.

About the year 1864, the attention of educators and philanthropists began seriously to be directed toward the methods of

instruction pursued in Europe, especially in Germany. Reports previously made, that in Germany, the deaf were successfully taught to speak and to read from the lips were confirmed, and attempts were made to introduce oral instruction into American schools. The claims of the friends of speech for the deaf were, naturally enough, unfavorably received at first. It was objected that sign schools had replaced oral schools after the latter had had years of trial, that under oral instruction the great mass of the deaf could be but little benefitted, that the claims of the friends of the oral system were greatly exaggerated, if not absolutely absurd, and that great harm would result to the deaf of America if the attempts to interfere with methods of instruction which had so long stood the test of time were persisted in. Happily the effort to introduce oral instruction was persisted in; oral schools were established and in 1870 the Pennsylvania Institution at Philadelphia, following the example set by Illinois in 1868 and later by New York and Hartford, resolved to establish classes in articulation. \* \* \* The work was conducted in this way till 1881, when an important change was effected, \* \* \* and a separate branch, known as the Oral Branch of the Pennsylvania Institution for the Deaf and Dumb, was established as a day school, at Seventeenth and Chestnut streets, several squares away. \* \* \*

In 1885 additional accommodations were provided, and the school which had hitherto received day-pupils only, now became a boarding school, reserving to itself the right to take day scholars as circumstances might make it desirable.

The change from a day to a boarding school was effected with but little friction. Parents of children for the most part were glad to have them comfortably provided for at the school, thus avoiding the dangers of travel to and from home; the teachers were glad to have the pupils more constantly under their care, and the pupils themselves seemed, except in a few instances, greatly to enjoy the change. The experience gained greatly confirms me in the belief that boarding-schools possess decided advantages over day schools. \* \* \* The department now numbers one hundred pupils, as many as can be comfortably provided for, with ten teachers, and all necessary household and domestic officers. \* \* \* With the new buildings in course of erection at Mount Airy completed, the oral depart-

ment will be greatly enlarged, and all pupils who may be benefited by oral instruction will be offered an opportunity to reap the advantages of such training.

The way has been long, at times dark and dreary enough, but the experience gained more than compensates for the years of trial. We have learned that oral work contains in itself all that is highest and best of deaf mute instruction, that its possibilities are limited only by time and labor, that it should be freely offered to every child deprived of its hearing.

The time for doubt is gone and gone forever. Speech, God-given speech is the heritage of every child and every child should be afforded the opportunity, the very best opportunity, to acquire it. Teaching it under the combined system is a good way, if no other can be provided; teaching it and by it, in separate classes under the same conditions, is a better way; but teaching it in separate schools where all the conditions are most favorable is in my judgment the *best way*. \* \* \*

In conclusion, judging by the experience of the past few years, I feel I may truly say that the day is not far distant when the oral department of the Philadelphia School will contain as many if not more pupils than the manual department. The numbers in the one or the other will depend upon the condition and capacity of the child; the system applied will be suited to the child, not the child to the system. The time has come, I think, when all friends of the deaf stand ready to concede that whenever a deaf child may be successfully taught to speak, its instruction should be carried on by oral methods, and by oral methods alone, and that only when after patient and fair trial it is discovered that this cannot be satisfactorily accomplished should its education be attempted by other means."

A paper by Mr. Westervelt, of the Rochester School, had its own peculiar interest, as in that school the use of the manual alphabet is claimed to be an aid to speech and lip-reading, as well as the best means of giving a ready use of English. Miss Fuller, the Principal of the Horace Mann School in Boston, gave a most intensely interesting account of her marvellous experience in teaching Helen Keller—the wonderful blind deaf child—to speak. Several of those present had seen Helen, and spoke very enthusiastically of the intelligible, pleasant speech of this child, who, without hearing or sight, has acquired such



a marvellous use of language and now has even acquired articulate expression for her thoughts. Miss Fuller also gave an account of the Sarah Fuller Home for little deaf children under school age. Miss Daisy Way, of Kansas City, gave an account of the method of instruction employed in her own education by the late Mr. Whipple, of Mystic, Conn., and described the ingenious alphabet by which Mr. Whipple represented the formation of each speech sound. Miss Way became deaf when a little child, but her ability to read the lips is so good a substitute for hearing, that she followed the course of study in the public schools and at a business college, and now occupies a position in a business house where all communication between herself and the large number of employees is carried on entirely through speech and lip reading.

Mr. Edmund Lyon, of Rochester, explained a most ingenious phonetic manual alphabet, based on the symbols of Bell's Visible Speech. In addition to these papers, two others were presented, detailing somewhat the methods employed in teaching articulation in the Clarke Institution. One of these was read by Miss Sparrow, the other by the Principal. These, as indeed all the papers presented, were prepared by the request of the executive committee.

The afternoon session of each day was devoted to school room work. Each school having representatives present, was asked to give a demonstration of its methods of class work. In most cases, work was actually done with pupils, although some short papers were read describing methods of work. There were several such papers by teachers of the Horace Mann School. A paper was also read by Mr. Paul Binner, of Milwaukee, explaining his own theories and practice. During the last hour of each day Dr. Bell answered questions in regard to the formation and development of sounds, and frequently taught new sounds to deaf children present.

An exhibit was made by the Volta Bureau and several of the schools, of books, charts and other apparatus.

By vote of the board of directors of the Association, Miss Mary H. True, a teacher of long and varied experience in the work of giving speech to the deaf, was appointed as the agent of the Association. It is intended that she shall, by visiting the different schools of the country, become familiar with their

needs and so put the Association in the way of devising means to give them aid.

This first summer meeting of the Association was certainly a far greater success than those who planned it dared hope. We shall be glad if any co-operation on the part of our own institution can further the good work thus begun.

Respectfully submitted,

CAROLINE A. YALE.

Oct. 14, 1891.

## PRIZES.

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### GRAMMAR SCHOOL.

#### \* ARTICULATION.

First Prize,	George Morse.
Second Prize,	Willie Carlin.

#### † LIP-READING.

First Prize,	Alice Ware.
Second Prize,	Murty Howard.

#### \* LANGUAGE.

Fred Curtice.

#### DRAWING.

First Prize,	Josephine Gillespie.
Second Prize,	Ella Lenfest.

#### CABINET WORK.

Edgar Mackrille.

#### SEWING.

Aimee Rouse.

### PRIMARY SCHOOL.

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#### \* ARTICULATION.

Thomas Cryan,	Bertha Scott,
Stephen Lyden,	Bernice Wardwell,
	Maggie O'Neill.

\* From Lippitt Fund.

† " Green Fund.

† LIP READING.

Lizzie Chandler,  
Hattie Day,  
Willie Hall,  
George Kent,

Mary LeMay,  
Maggie O'Neill,  
Stephanie Savard,  
James Trainor.

\*LANGUAGE.

Willie Carlin,  
John Cullinane,  
Reuby Harrington,  
Stanley Hodgkins,  
Joseph Robbins,  
Thomas Slattery,

Carrie Tebbetts,  
Ernest Tyler,  
Louis Tyler,  
John Trainor,  
Bernice Wardwell,  
Frank Wells.

NUMBERS.

Louis Blanchard,  
Willie Clinton,  
Hattie Day,  
Arthur Ehlert,

Clara Knox,  
George Leno,  
Stephanie Savard,  
William Williams.

\*From Lippitt Fund.

†From Green Fund.

## COURSES OF STUDY.

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### *Primary Course.*

Kindergarten Exercises.  
Articulation.  
Writing.  
Language.  
Arithmetic—(the four elementary rules).  
Geography.  
Drawing.

### *\* Common or Grammar Course.*

Articulation.  
Language.  
Arithmetic (mental and written), through interest.  
Geography.  
History of the United States.  
General History.  
Lessons on General Subjects.  
Elementary Grammar.  
    “    Physiology.  
    “    Zoölogy.  
    “    Botany.  
    “    Natural Philosophy.  
    “    Physical Geography.  
Drawing—Object and Cast.

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\* In order to graduate, pupils must have seventy five per cent. in the semi-annual written examinations of the last two years of the course,

*High Course.*

Articulation.  
Arithmetic (completed).  
Algebra.  
Physiology.  
Zoölogy.  
Botany.  
Geology.  
Physical Geography.  
Astronomy.  
Natural Philosophy.  
Chemistry.  
General History.  
Grammar and Analysis.  
English Literature.  
Political Economy.

## CATALOGUE OF PUPILS.

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Alden, Sarah E.	Greenwich.
Altham, Ella	Fall River.
Atzback, Mary E.	Springfield.
Betters, Mary	Monson.
Blanchard, Louis	Holyoke.
Brooks, Stella M.	Olcott, Vt.
Carlin, Willie	Peabody.
Chandler, Lizzie M.	Kingston.
Clancy, Arthur H.	Cincinnati, O.
Clement, Annie F.	Russell.
Clinton, John F.	Jamaica Plain.
Clinton, William T.	Jamaica Plain.
Cole, Emil H.	Marlboro.
Crowley, Willie	Walpole, N. H.
Cryan, Thomas	Salem.
Cullinane, John E.	Dracut.
Curtice, Fred P.	E. Washington, N. H.
Cusick, J. Francis	Winchester.
Day, Harriet M.	Great Barrington.
Dutton, Bertha H.	Roxbury
Ehlert, Arthur H.	South Lincoln.
Ewig, Barbara	Springfield.
Fechheimer, Abraham L.	Cincinnati, O.
Feehan, Mary	Ware.
Fisher, Edna P.	Cincinnati, O.
Fox, Bert	Westfield.
Ghisla, Albert	Boston.
Gillespie, Josephine A.	Medora, Da.
Gilman, Myra E.	Lake Village, N. H.

Goodspeed, Bertha	Providence, R. I.
Gould, Daniel W.	Argos, Ind.
Gour, Henry	Marlboro.
Hall, William J.	Cambridge.
Harrington, Reuben N.	North Adams.
Haynes, Heber N.	Lawrence.
Healey, Katie S.	Hardwich.
Hodgkins, Stanley	Boston.
Holman, Marsden	Augusta, Ga.
Howard, Albert Sidney	Boston.
Howard, Mortimer	Marlboro.
Hull, George L.	Washington, D. C.
Jelley, Hattie	Claremont, N. H.
Kane, Honora	Worcester.
Kane, Thomas	Worcester.
Kelley, Mary A.	North Brookfield.
Kent, George F.	Somerville.
King, Celia	Westmore, Vt.
Knox, Clara May	Springfield.
LeMay, Mary M.	Brandon, Vt.
Lenfest, Ella H.	East Cambridge.
Leno, George C.	East Middlebury, Vt.
Lombard, L. Viola	Cambridge.
Lydon, Stephen	Norwood.
Lyman, Jesse E.	E. Northfield.
Mackrille, Edgar	Hyde Park.
Macomber, Bertrand P.	Hudson.
McDermott, M. Etta	Lowell.
McMahon, John	Williamstown
Mangold, Theresa M.	Peabody
Matheson, Ad. E.	Middletown, Pa.
Mellin, William H.	South Yarmouth.
Monville, John B.	Southbridge.
Morse, George F.	Newburyport.
Mountain, Edna	Springfield.
Mullen, Sarah	Boston.
Murphy, Catherine	Dedham.
Murray, David T.	Hyde Park.
Murray, Mary A.	Hyde Park.
Nugent, James A.	Fall River.



## TERMS OF ADMISSION.

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This Institution is intended for the instruction of deaf children and youth by the Oral Method. It provides for pupils' tuition, board, lodging, washing, fuel and light, superintendence of health, conduct, manners and morals. The charges per year are for paying pupils two hundred and fifty dollars : for tuition simply, fifty dollars ; payable semi-annually in advance, the first week of each term. No charge is made for pupils resident in Massachusetts. No deduction for absences, except on account of sickness. Extra charges will be made for actual expenses incurred during sickness. The cost of clothing and travel as well as incidental expenses must be paid by the parent. *No State pupil will be allowed to withdraw without weighty reasons to be approved by the School Committee or by the Governor of the Commonwealth.* See, also, the law in regard to State pupils on the inside of the title page.

Applicants for admission in Massachusetts should apply to the Secretary of the Board of Education, State House, Boston ; in other New England States to the Governor, or to the Secretary of State. Forms of application will be furnished by the Secretary, or by this Institution.

There are two terms in the year, of twenty weeks each, with a summer vacation of twelve weeks. Pupils cannot spend the vacation at school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

*The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal, each term, for incidental expenses.*

Applications and letters for information must be addressed to Miss Caroline A. Yale, Principal of the Clarke Institution for Deaf Mutes, Northampton, Massachusetts. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Pupils must bring a certificate of vaccination, and a list of the diseases they have had. The Institution is not an asylum, but a school of learning : and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and good moral habits.

Visitors are admitted only on Thursday afternoons, except for special reasons to be approved by the Principal.

# MASSACHUSETTS LAW IN REGARD TO EDUCATION OF DEAF MUTES.

[Chap. 179.]

## AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF-MUTES OR DEAF CHILDREN.

*Be it enacted, etc., as follows :*

SECTION 1. With the approval of the board of education the governor may send such deaf mutes or deaf children as he may deem fit subjects for education, for a term not exceeding ten years in the case of any pupil, to the American Asylum at Hartford, the Clarke Institution for Deaf-Mutes at Northampton, or to the Horace Mann School at Boston, or to any other school for deaf-mutes in the Commonwealth, as the parents or guardians may prefer ; and with the approval of the board, he may make at the expense of the Commonwealth, such provisions for the care and education of children who are both deaf-mutes and blind, as he may deem expedient. In the exercise of the discretionary power conferred by this act no distinction shall be made on account of the wealth or poverty of the parents or guardians of such children ; no such pupil shall be withdrawn from such institution or school, except with the consent of the proper authorities thereof, or of the governor, and the sums necessary for the instruction and support for such pupils in such institution or school, shall be paid by the Commonwealth ; *provided, nevertheless*, that nothing herein contained shall be held to prevent the voluntary payment of the whole or any part of such sum by the parents or guardians of said pupils.

SEC. 2. Section sixteen of chapter forty-one of the Public Statutes and chapter two hundred and forty-one of the acts of the year eighteen hundred and eighty-six are hereby repealed.

SEC. 3. This act shall take effect upon its passage.

Approved April 14, 1887.

[Chap. 226.]

## AN ACT TO AMEND AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF MUTES OR DEAF CHILDREN.

*Be it enacted, etc., as follows :*

SEC. 1. Upon the request of the parents or guardians, and with the approval of the state board of education, the governor may continue the schooling of meritorious deaf-mutes or deaf children of capacity and promise, beyond the existing limitation of ten years, as provided in chapter two hundred and thirty nine of the acts of the year eighteen hundred and eighty-eight, when such pupils are properly recommended therefor by the principal or other chief officer of the school of which they are members.

SEC. 2. This act shall take effect upon its passage.

Approved April 8, 1889.



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TWENTY-FIFTH  
ANNUAL REPORT

OF THE

Clarke Institution for Deaf-Mutes

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending August 31, 1892.



NORTHAMPTON, MASS. :  
PRESS OF GAZETTE PRINTING CO.  
1892.







ROGERS HALL—EASTERN FRONT.



CLARKE HALL—EASTERN FRONT.



BAKER HALL.



DUDLEY HALL—EASTERN FRONT.





TWENTY-FIFTH  
ANNUAL REPORT

OF THE

Clarke Institution for Deaf-Mutes

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending August 31, 1892.



NORTHAMPTON, MASS.:  
PRESS OF GAZETTE PRINTING CO.  
1892.

(Chap. 300.)

**AN ACT RELATING TO DEAF-MUTES.**

*Be it Enacted, &c., as follows :*

**SECTION 1.** No beneficiary of this Commonwealth, in an institution or school for the education of Deaf-Mutes shall be withdrawn therefrom except with the consent of the proper authorities of such institution or school, or of the Governor of this Commonwealth.

**SECTION 2.** This Act shall take effect upon its passage. [*Approved May 17, 1871.*]

## OFFICERS AND CORPORATORS.

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### **PRESIDENT.**

LEWIS J. DUDLEY.

### **VICE-PRESIDENTS.**

HORATIO G. KNIGHT,  
FRANKLIN CARTER.

### **CLERK.**

EDWARD B. NIMS, M. D.

### **TREASURER.**

LAFAYETTE MALTBY.

### **AUDITOR.**

WILLIAM P. STRICKLAND.

### **CORPORATORS.**

LEWIS J. DUDLEY, Northampton.  
GARDINER G. HUBBARD, Washington, D. C.  
F. B. SANBORN, Concord.  
HORATIO G. KNIGHT, Easthampton.  
WILLIAM P. STRICKLAND, Northampton.  
FRANKLIN CARTER, Williamstown.  
EDWARD B. NIMS, M. D., Northampton.  
FRANKLIN BONNEY, M. D., Hadley.  
JAMES MADISON BARKER, Pittsfield.  
JOHN B. CLARK, Northampton.  
JOHN C. HAMMOND, Northampton.

### **SCHOOL COMMITTEE.**

LEWIS J. DUDLEY, <i>Chairman.</i>	EDWARD B. NIMS,
FRANKLIN CARTER,	JOHN B. CLARK,
WILLIAM P. STRICKLAND,	FRANKLIN BONNEY.

### **FINANCE COMMITTEE.**

HORATIO G. KNIGHT, *Chairman.*  
EDWARD B. NIMS, M. D.  
JOHN C. HAMMOND.

# OFFICERS OF THE CLARKE INSTITUTION

*From its Organisation to the Present Time,*

JULY 15, 1867—OCTOBER 12, 1892.

## ***PRESIDENTS.***

	<i>Elected.</i>	<i>Retired.</i>
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	1883
LEWIS J. DUDLEY,	1883	

## ***CORPORATORS BY ACT OF INCORPORATION.***

	<i>Elect'd.</i>	<i>Ret'd.</i>		<i>Elect'd.</i>	<i>Ret'd.</i>
*OSMYN BAKER,	1867	1875	THEODORE LYMAN,	1867	1868
*WILLIAM ALLEN,	1867	1891	HORATIO G. KNIGHT,	1867	
LEWIS J. DUDLEY,	1867		*JOSEPH A. POND,	1867	1867
JULIUS H. SEELYE	1867	1887	WILLIAM CLAFLIN,	1867	1873
*GEORGE WALKER,	1867	1876	*JAMES B. CONGDON,	1867	1879
GARDINER G. HUBBARD,	1867		*THOMAS TALBOT,	1867	1885

## ***CORPORATORS BY ELECTION.***

JOSEPH H. CONVERSE,	1868	1870	WM. P. STRICKLAND,	1883	
*JONATHAN H. BUTLER,	1868	1868	FRANKLIN CARTER,	1884	
F. B. SANBORN,	1868		EDWARD B. NIMS,	1885	
*J. HUNTINGTON LYMAN,	1870	1877	*FRANCIS H. DEWEY,	1886	1888
*SAMUEL A. FISK,	1873	1884	FRANKLIN BONNEY,	1887	
*HENRY WATSON,	1875	1891	*CHARLES MARSH,	1888	1891
*CHARLES DELANO,	1877	1883	JAMES MADISON BARKER	1889	
EDWARD HITCHCOCK,	1877	1887	JOHN B. CLARK,	1891	
JOHN D. LONG,	1880	1883	JOHN C. HAMMOND,	1892	

## ***TREASURERS.***

OSMYN BAKER,	1867	1869	LAFAYETTE MALTBY	1869
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## ***PRINCIPALS.***

HARRIET B. ROGERS,	1867	1886	CAROLINE A. YALE,	1886
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## ***ASSOCIATE PRINCIPALS.***

CAROLINE A. YALE,	1873	1886	*ALICE E. WORCESTER,	1886	1889
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## ***STEWARDS.***

HENRY J. BARDWELL,	1870	1883	FREEMAN C. CARVER,	1883
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\*Deceased.

# OFFICERS AND INSTRUCTORS.

1892-1893.

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## **PRINCIPAL.**

CAROLINE A. YALE.

## **INSTRUCTORS.**

RUTH WITTER,	JUNE YALE,
KATHARINE FLETCHER,	MARION S. SMITH,
MARY KATHAN,	ADELLA F. POTTER,
FANNIE W. GAWITH,	GRACE L. WRIGHT,
REBECCA E. SPARROW,	FLORA A. HICKOK,
ELLA SCOTT,	ABBY T. BAKER,
ALICE M. FIELD,	LAURA H. WILD,
HANNAH C. WELLS.	

## *Teacher of Drawing.*

CLARA W. LATHROP.

## *Teacher of Wood Carving.*

BESSIE S. LATHROP.

## **STEWARD.**

FREEMAN C. CARVER.

## **MATRON.**

MARY SMITH.

## **ASSISTANT MATRONS.**

ADDIE E. PEASE,	MARY L. ROOT,
MARY M. MARTIN.	

## **ATTENDANTS.**

SARAH HASKINS,	DEBORAH LUCAS,
LILLIAN C. LENTELL,	BERTHA B. TUTTLE,
HATTIE P. LANGDON,	BERTHA MALLORY,
ALICE E. ELLIOTT	

## **MASTER OF CABINET SHOP.**

N. B. LUCIA.

## **FARMER AND ENGINEER.**

REUBEN ROBINSON.



## Report of the Corporation.

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*To the Massachusetts Board of Education :*

GENTLEMEN :—The year ending August 31, 1892, was one of gratifying success and prosperity to the Clarke Institution. Its educational work was prosecuted with the increased ability which grows out of experience, and it suffered from no other sickness than two mild cases of scarlet fever on the part of pupils, and a mild one of pneumonia on the part of a teacher at the very close of the school year. The number of pupils instructed was 118—boys 59 ; girls 59 ;—in the Primary Department 71 ; in the Grammar Department 47 ;—boarding pupils 115 ; day pupils 3. The number present at the close of the school year was 116.

Of the whole number, 94 were from Massachusetts, 7 from Vermont, 6 from New Hampshire, 2 each from New York and Alabama, and 1 each from Rhode Island, Connecticut, Pennsylvania, Ohio, Maryland, Georgia and Minnesota.

The number instructed in drawing was 39, in wood carving 25, in cabinet work 22. The older girls also received practical lessons in household duties.

Two teachers only left at the end of the year, and their places are believed to have been well filled. None of our pupils figured as graduates at the end of the second session because only a single member of the oldest class had been with us ten years, and all were advised to remain another year.

Our school was honored by an unusual number of visitors during the ten months, and especially by prominent instructors of the deaf, not only those connected with oral schools, but those in which the combined system prevails.

Our pupils were, more than once, subjected to rigid and persistent scrutiny by expert catechisers not prepossessed in favor of



the oral system. The results, and comments made thereon, have done much to give eclat to the Clarke Institution, and to hasten the prevalence of the system of instruction here pursued. That this system has been eminently successful, is farther evinced by the recent action of the Association to Promote the Teaching of Speech to the Deaf. This Association held its second annual session at Lake George during the first ten days of July last. About 200 persons were present, including most of our teachers. The exercises consisted of lectures on vocal physiology by eminent anatomists, as well as on other practical subjects; an exhibition every P. M. by the teacher and pupils of some oral school of the method of instruction pursued therein, followed by queries and discussions. By special request of the President of the Association, Dr. A. Graham Bell, our School was represented by three pupils from our two classes of one year's standing with their two teachers. During the ten days, the exercises successively practiced during the first ten months of school-life at our Institution, were successively set forth. The result of this exhibition together with previous inspections of our School by leading members of the Association was, that a resolution was passed requesting the Clarke Institution to admit teachers for other schools to the same preparatory training to which its own teachers are subjected.

It is due to our principal, Miss Yale, to state that the making up of the program for the ten days' exercises in great measure devolved upon her, and that the exhibition of all school work by different Schools, was under her supervision.

Notwithstanding the many costly improvements made in 1891, others were called for the past year. A larger capacity for pupils was needed. Accordingly, Dudley Hall previously unfitted for pupils, was reconstructed internally, fitted with all the modern appliances for independent house-keeping, and with a fire escape outside. This hall will accommodate 25 pupils with their teachers and will correspondingly enlarge our Primary Department. With three separate establishments, an epidemic in one may be excluded from the others. A substantial brick block of two houses has been erected in the rear of Baker Hall for the families of the Master of the Cabinet Shop and of the Farmer and Engineer. By the removal of an old wooden cottage and the grading of the grounds, a large quadrangular lawn on the

South, will soon greatly improve the aspect of Baker Hall surroundings.

The school expenses proper during the year were \$31,394.49. The income from the Clarke and Reserve Funds was \$18,151.16. The former fund is intact, but the latter fund, the accumulated savings of past years has been largely exhausted in much needed new structures, and improvements, only about \$7000 of it remaining.

Again is our Institution called to mourn the loss of one of its most zealous and active Corporators, by the death of Mr. Charles Marsh of Springfield. He became a member of our Board so recently as 1888, but his brief service was an augury of the highest future usefulness to the Clarke Institution. How he was appreciated by his fellow Corporators, will be seen by the following "resolutions," passed at their meeting March 9th.

Whereas Mr. Charles Marsh, an esteemed and honored associate in this Board, has been taken from us by death,

Resolved—That by his decease, the Clarke Institution has lost a friend ardently devoted to its interests, a sound and wise financial adviser, and an enthusiastic supporter of the method of instruction here pursued.

Resolved—That by his decease the deaf children of the Commonwealth as well as other unfortunate classes have lost an active and self sacrificing friend, and the community a citizen of the most varied and manifold usefulness.

The number of pupils enrolled for the current year (1892-3) is 127 of whom 122 are present. Of the enrolled, there are Boys 64, Girls 63; in the Primary Department 73; in the Grammar Department 54.

This being the 25th Annual Report of the Clarke Institution, interesting matter growing out of this fact will be found in the Report of the Principal. It may not be amiss also to call to mind some improvements not scholastic by which the deaf of the Commonwealth have been benefitted.

The good done by the Clarke Institution during the last twenty-five years is not to be measured *solely* by speech given to the speechless, nor by culture given to the mind. The deaf have been uplifted, at least in Massachusetts, *outside* the school-room. The child of four senses is no longer regarded as possessing only in a partial degree the attributes of average human-

ity ; and it no longer figures in our statutes and State documents as one of the pariahs of society. It has come to be recognized as having an *unclouded* title to a place in the genus homo, and to all the rights pertaining thereto.

Twenty-five years ago, only six years were allowed by the State for the education of a deaf child, and that exclusively by signs. It would seem that the slower the progress possible to be made, the shorter was the time allowed for making it. The hearing child learns the most practical part of its mother tongue from its mother's lips and from the common parlance of the family before it goes to school at all. It would take the deaf child at least four years to reach the vantage ground with which the hearing child *begins* school life. This would leave but two years in which to complete its education.

Now, every deaf pupil is allowed ten years of schooling ; and if the parents desire and certain reasonable conditions are met, the Governor of the Commonwealth is authorized to prolong this period of ten years indefinitely.

Then again, the six years of schooling allowed, were not expected to begin till after twice six years of an almost blank existence. Now, the deaf child can enter school at any time thought best after it has become five years of age.

Twenty-five years ago, even the modicum of schooling that was allowed, was totally dis severed from any connection with the Educational Department of State affairs and was consigned to the Department of Charities. Deaf children were practically put in the same category with mendicants, imbeciles, and lunatics ; and deaf-mutism was practically classed with pauperism, idiocy, and insanity. Even the parent who asked no favor of the State in educating his deaf child, could find no account of the school which he must needs patronize except side by side in the same volume with reports of Institutions for the vicious and disreputable classes in the Commonwealth.

Now, the deaf children of the State are recognized by the Board of Education as a part of their charge, and reports respecting the Clarke Institution, the Horace Mann School, and the Hartford School annually appear side by side in the same volume with reports respecting the other educational Institutions of the Commonwealth.

Less than twenty-five years ago, an indigent parent could

have his deaf child educated only by taking the attitude of a mendicant. By law he must declare in a prescribed form, his inability to educate his own child; get his veracity certified by a municipal officer; and then ask the State to do, what it was already doing for three hundred and forty thousand children without the asking, give his child free schooling. He could avoid this humiliation only by letting his child grow up in ignorance. A parent not altogether devoid of means, was taxed to educate all the hearing children of his municipality, to furnish them free textbooks and a preparation for college if desired, and was then left to bear the educational burden of his deaf child alone, without even that pittance from the School Fund which is appropriated for every child of five senses. Deaf children were counted in to draw School money for their respective towns and cities but counted out in its application.

Now, all this is changed. The schooling of the deaf is as free as that of the hearing child. In the words of the Statute enacted five years since, "no distinction shall be made on account of the wealth or poverty of the parent or guardian." If poor, he has to make no avowal of poverty. If not poor, he is taxed like others for educational purposes, and then shares with others, the benefits of such taxation.

Some years ago, appropriations were made for the instruction of the indigent deaf by this legislative formula, "For the *support* of Massachusetts *beneficiaries* in *Asylums* for the Deaf and Dumb, and in other Institutions of the same character."

In this formula their schooling was called a "support"; their schools, "asylums;" and themselves, "dumb" "beneficiaries."—Now, the formula is, "For the *education* of deaf *pupils* of the Commonwealth in the *schools* designated by law."

The term "beneficiaries" was retained in the reports of the Board of Education, for some years after their supervision of deaf pupils began. It is by no means an obnoxious appellation in itself, but as it was not applied in the same reports to the tens of thousands in our public schools whose education costs their parents nothing; nor to the eighty recipients of free scholarships in the Agricultural College, which cost the State ten thousand dollars a year; nor to the twenty recipients of free scholarships in the Worcester Polytechnic Institute, the consideration for which had been a grant by the State of fifty thousand

dollars ; nor to pupils in our Normal Schools preparing for remunerative professional life, whose tuition is free, and some of whom, receive State aid in paying for board ; the designation of *deaf pupils only* as "beneficiaries," seemed to be invidious and to imply that they alone were the recipients of a gratuitous charity. In view of these facts, the Secretary of the Board was persuaded to change the designation of beneficiaries to that of "Massachusetts Pupils."

Not many years ago, the three Schools for the deaf patronized by the State, were called in official documents "Institutions aided by the State." Here again was an implication of charity. Yet at every one of these schools, all the funds, land, buildings, furniture, fixtures, and appliances of whatever kind, had been provided without any expense to the Commonwealth ; and the *annual* charge for State pupils at each was much *less than the actual cost*.

During the five years ending in 1886 (when the investigation was made) indisputable data showed that the Horace Mann School had received for the tuition of State pupils an average of three thousand dollars a year less, and an aggregate of fifteen thousand and thirty-five dollars less than cost—that the Hartford School during six years ending in 1886, had charged to the State an average of four thousand and three dollars per year, and an aggregate of twenty-four thousand and twenty-one dollars, less than cost—and that the Clarke Institution during the same period had charged the State an average of seven thousand one hundred and sixty-six dollars per year less, and an aggregate of forty-two thousand nine hundred and ninety-six dollars less, than cost. In other words, instead of being Institutions aided by the State, the State had been aided by the Institutions in only six years, to the amount of eighty-two thousand and fifty-two dollars, besides being saved the expenditure of a single dollar for land, buildings, and equipments for the education of her deaf children.

The development of all these facts made the designation "Institutions aided by the State," untenable, and it has been replaced by that of "Special Institutions." We would that they were called Special Schools, and that "The Clarke Institution for Deaf Mutes" had for its corporate name simply The Clarke School for the Deaf. The sooner all phraseology which has so

long served to broaden, deepen, and intensify demarcation between hearing and deaf pupils, is discarded, the better it will be for the latter class.

Formerly, every speechless child was denominated "deaf and dumb." This terminology *originated* in utter ignorance that speechlessness is not a separate and independent infirmity but only a consequential one, and it originated at a time when the so called dumb child and the actually dumb brute were supposed to be about on a par in the matter of intellect. Strange to say, this terminology was, till recently, universally retained in this country, notwithstanding the known brutishness of its origin, and notwithstanding that the best lexicography had declared that the word "dumb" is properly applied *only* to *creatures* which do *not* possess the *organs* of *articulate speech*. To apply to the deaf child an epithet which expresses the *most universal characteristic* of the *brute creation*, is to keep alive in the public mind debasing and disparaging associations. To the unthinking "words are things" as another has said, and in their vague estimation, the dumb human biped and the dumb quadruped are not very far apart. Had this brutal epithet been discarded a hundred years ago, much of the conscious depression and low public estimate of the deaf as a class, and much of the humiliation of parents, would have been obviated.

But in our own Commonwealth at least, a change has been effected. As Massachusetts was among the earliest of the States of the Union to make such provision for the education of the deaf as their *then supposed* meagre capacity warranted, so she has been the very first to expurgate from her legislative formulas and State documents, all disparaging terminology. Her deaf children now figure in official phraseology simply as Massachusetts Pupils. This reform has also extended to other high and influential quarters. From the name of the organizations now known as the "Conventions of American Instructors of the Deaf," and from the title of their organ, a quarterly magazine, now called the "American Annals of the Deaf," the words "and dumb" were expurgated six years ago.

All the foregoing changes and reforms have served to elevate the deaf as a class, in public estimation; to inspire them with self-respect and self-confidence; to increase their chances for remunerative employment; and to relieve their parents from

either an humiliating avowal of poverty, or unjust double taxation to educate their children.

In every one of these measures which have so enhanced the well-being of the deaf in Massachusetts, the Clarke Institution can truthfully claim to have been the prime mover, and in some of them the sole actor.

For the Corporation,

LEWIS J. DUDLEY, President.

Oct. 12th, 1892.

# Receipts and Expenditures.

## OF THE CLARKE INSTITUTION.

FOR THE YEAR ENDING AUGUST 31, 1892.

### RECEIPTS.

Income from Clarke and Reserve Fund,	\$18,151.16
“ Street Fund,	90.62
“ Lippitt Fund,	73.12
“ Green Fund,	19.84
“ State of Massachusetts,	15,313.13
“ Other States,	2,450.00
“ Pupils,	1,855.00
“ Farm and Stable,	200.00
	<hr/> \$38,152.87 <hr/>

### EXPENDITURES.

#### CURRENT.

For Groceries and Provisions,	\$6,913.94
“ Furnishings,	1,027.90
“ Wages,	2,532.25
“ Salaries,	13,238.99
“ Fuel and Lights,	4,728.88
“ Repairs,	1,378.81
“ Farm and Stable,	502.17
“ Cabinet Shop,	1,031.69
“ School Incidentals,	459.24
“ General Incidentals,	952.22
	<hr/> \$32,766.09

#### SPECIAL EXPENDITURES.

For Lippitt Prizes,	\$73.12
“ Green Prizes,	19.84
“ Building and Improvements,	23,232.70
“ Insurance,	105.00
	<hr/> \$23,430.66 <hr/>
	<hr/> \$56,196.75 <hr/>





## Report of the Principal.

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*Gentlemen of the Corporation:*

The year just closed has been in all respects one of quiet undisturbed progress in every department of the work under your charge. No changes were made in the corps of teachers, but Miss Wright was absent the first half of the year. All applications for the admission of teachers in training were refused. Twenty-five pupils entered the school. All but three of that number were placed in the lowest grade, in two divisions. Fourteen left at the close of the previous year so that the actual increase in number was eleven. The whole number of pupils enrolled for the year was one hundred eighteen: one hundred sixteen being in attendance throughout the year. The steady increase in the number of pupils has necessitated the organization of a third family. At the date of writing, this family of twenty-two little children under the care of teachers and attendants is well organized and beginning good work in Dudley Hall. The school and family in Baker Hall being relieved of its crowded condition of last year, is beginning the year under most favorable auspices. The organization of the Grammar School department has not changed in any material respect.

The second summer meeting of the American Association to Promote the Teaching of Speech to the Deaf was held at Crossby'side, Lake George, again this summer. The attendance was good and the work of the session was of a most practical sort. The organization of this Association has already proved a powerful agent in the work of promoting the teaching of speech to the deaf. The majority of our teachers and four of our present pupils were in attendance. Two members of our

board, Messrs. Hubbard and Sanborn, were present during some of the sessions.

In August a Conference of Principals of schools for the Deaf was held at Colorado Springs. The meeting was in many respects one of unusual interest. Two of the most important matters before the meeting were the presentation at the Columbian Exposition next year of an exhibit of the methods of deaf-mute instruction and also arrangements for the holding at that time of a World's Congress Auxiliary of the Instructors of the deaf.

In submitting to you the twenty-fifth report of the school under your care, it will be fitting to report, not only for the single year just closed, but also to review the work of the school during the whole period of its existence and sum up the results of our experience as shown by our present organization and methods. The school opened in 1867 with twenty pupils and two teachers; it now contains one hundred and twenty-seven pupils and fifteen teachers. A single school and family embraced all the pupils at that time; now the school is divided into departments and instead of one home and family there are three, quite separate and distinct—one containing twenty-five young children—another containing about fifty—and a third containing fifty of the oldest and most advanced. By this division and the subdivisions in each family and by the emphasis laid, from the first, on the importance of household arrangements and of the family life under the care of teachers and playroom attendants we feel assured that many of the objections to so-called "institution life" are removed. Each teacher and attendant may know intimately every boy and girl under her care and exercise over each that personal influence which is quite impossible when a larger number is under the care of one person or where teachers do not live in constant contact with their pupils, directing their reading and conversation, sitting with them at their meals, going familiarly out and in among them. Such family life is more expensive it is true but we cannot doubt that it is well worth the cost.

The methods employed in the class-rooms have developed with years of experience and the increased number of pupils under instruction. The school was opened for the benefit of two classes of pupils. "I. Those who are partially deaf. II.

'Those who lost their hearing when over four years of age.' No provision was made for children wholly deaf from birth, but, the fact was, that several wholly deaf congenital mutes were admitted the first year. Of all the pupils now members of our school seventy per cent. were born deaf or became deaf at or before the age of two years, and the same is true of over sixty per cent. of all the pupils ever in the school. Less than twenty-five per cent. of the pupils now in the school retained sufficient hearing or speech on entering to be called semi-deaf or semi-mute. Twenty-five years ago we hoped that remnants of speech left after hearing was lost might be preserved and that speech might be given to those having some slight power of hearing: now any deaf child is admitted, and the conviction has grown very strong that every deaf child should have the opportunity to learn to speak and to read from the lips, and moreover we have come to believe that even for pupils with imperfect vision lip-reading is no more taxing to the sight than the reading of rapid sign making or manual spelling. For all pupils written language can be used with spoken language, and spoken and written language in the hands of competent teachers seems to us the best and in a vast majority of cases the only necessary means for the education of deaf children.

As to methods of expression, intelligible speech is no doubt incomparably above all others and even poor speech is quite as intelligible among people in general as manual spelling or signs however graceful. No one thinks of advising the disuse of the very imperfect speech of the child with cleft palate—not more intelligible than that of many deaf children. The poor speaker, and the user of signs and the manual alphabet, are alike forced to use writing as a last resort.

The present course of study for our pupils may be briefly outlined as follows: For young children having received no previous instruction a series of carefully planned and graded exercises has been devised. The exercises have for their main purpose the development of attention, observation and imitation, through the exercises of the senses of sight and touch—the only two of the intellectual senses remaining to our pupils. Sight is cultivated through exercises in motion, form, color, and number; touch is cultivated by applying it to the perception of form, size, weight, surface, texture and the vibration of strings. The eye

is thus trained for quicker acquisition of spoken and written words and the fingers are trained to detect the delicate vibrations and changes in the throat and mouth, a familiarity with which greatly aids in the acquisition of speech. The foundation of speech is laid in a thorough knowledge of the elementary sounds, not as indicated by diacritical marks, but as determined by their position in words. In this way all the help possible is given the child from the outset for the long struggle with pronunciation which lies before every English speaking person. The development of language is according to a clearly defined arrangement of grammatical principles. These principles, however, are not given the child as such but serve as an aid to the teacher in the selection and arrangement of exercises in simple English—such natural English as will most readily lend itself to the needs of the child's daily life. This language is at first interpreted to him by the use of objects, actions, and pictures. The four or five years of the primary course are devoted almost exclusively to the acquisition of language, numbers and introductory lessons in geography being begun in the third year.

In the Grammar School department arithmetic, geography, history and the natural sciences are taught as nearly as possible according to the best methods employed for their acquisition in ordinary schools. Drawing from casts and wood-carving are also taught in this department.

The formation of the *speech habit* and the *reading habit* are considered of paramount importance. First let the child come to spontaneously express himself in spoken language and look for that in others, and second let him be shown the delightful things that are to be found on the printed page. The acquisition and use of language come with the effort of the child to put his own thoughts into words and to get the thoughts of others from their spoken or written words. Could each child have always by him an enthusiastic and devoted teacher, making language live and real to him every hour of every day, as Helen Keller has had, Helen's rapid acquisition of language would seem less a miracle. Ordinarily, however, it is from the printed page that our pupils must acquire the greater part of their language beyond the primary grades and in after-school life. It is therefore a chief object with us to induce and foster the reading habit by school-room exercises of various sorts and by providing

the pupils with an abundance of books, magazines and papers carefully selected and suited to each grade. It is, if possible, more true of a reader among those without hearing when compared with his fellow men than of one in the world at large that "the lover of books is the richest and the happiest of the children of men." This reading habit, too, makes young men and women going out of our schools more akin to their hearing brothers and sisters, and if with this the speech habit has also been established these graduates will prove to be the ones not counted on the rolls of membership of deaf-mute societies. It is sometimes said that in all gatherings of deaf-mutes the brightest are never from the ranks of the oralists, and this is very likely true, for our brightest are not there, and we deem this a cause for congratulation. We are glad that the brightest among our pupils are lost to the so-called "deaf-mute world" and have gone out into the reading and speaking world and are become a part of it. To effect this, it seems to us, should be the highest ambition of every school for the education of deaf children.

In closing this report permit me to express the belief that whatever success as an educational institution we may have attained during the year is due in great measure to the wise and liberal policy of your board and to the skill and devotion of the teachers you are so fortunate as to have retained for a term of years in the class-rooms of our school.

Respectfully submitted,

CAROLINE A. YALE.

## PRIZES.

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### GRAMMAR SCHOOL.

#### †ARTICULATION.

First Prize,  
Second Prize,

Mary Kate Trainor.  
Willie Hall.

#### LIP-READING.

First Prize,  
Second Prizes,

Carrie Washburn.  
{ Albert Ghisla.  
  Bertrand Macomber.  
{ John McMahon.

#### †LANGUAGE.

First Prize,  
Second Prize,

Nellie Powers.  
Aimee Rouse.

#### CABINET WORK.

Henry Gour.

#### SEWING.

Mary Betters.  
Carrie Tebbitts.

### PRIMARY SCHOOL.

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#### †ARTICULATION.

Joseph O'Connell.

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† Lippitt Fund.

LIP-READING.

Emma Alden,

Reuby Harrington.

Sadie Eaton.

†LANGUAGE.

Frances Cusick,  
James Trainor,  
Albert Howard,

Elsie Stone,  
Jesse Lyman,  
George Kent.

NUMBERS.

Thomas Cryan,

William Williams.

Ernest Tyler,

GENERAL IMPROVEMENT.

John Cullinane,

Frank Wells.

Albert Howard,

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† Lippitt Fund.



## COURSES OF STUDY.

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### *Primary Course.*

Exercises for the Cultivation of Sight and Touch.

Articulation.

Writing.

Language.

Arithmetic—(the four elementary rules).

Geography—(preparatory).

### *\* Grammar Course.*

Articulation.

Language.

Arithmetic.

Geography.

History of the United States.

General History.

Biographical Sketches.

Elements of Grammar.

“ “ Physiology.

“ “ Zoölogy.

“ “ Botany.

“ “ Natural Philosophy.

“ “ Physical Geography.

Drawing—Object and Cast.

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\* In order to graduate, pupils must have seventy-five per cent. in the semi-annual written examinations of the last two years of the course.

*High Course.*

Articulation.

Algebra.

Physiology.

Zoölogy.

Botany.

Geology.

Physical Geography.

Astronomy.

Natural Philosophy.

Chemistry.

General History.

Grammar and Analysis.

English Literature.

Political Economy.

## CATALOGUE OF PUPILS.

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Alden, Sarah E.	Greenwich.
Atzback, Mary E.	Springfield.
Bettors, Mary	Monson.
Blanchard, Louis	Holyoke.
Brooks, Stella M.	Olcott, Vt.
Camp, Hope	Watertown, N. Y.
Carlin, Willie	Peabody.
Chandler, Lizzie M.	Kingston.
Chestbrough, Charles H.	Fitchburg.
Clancy, Arthur H.	Cincinnati, O.
Clement, Anna F.	Russell.
Clinton, John F.	Jamaica Plain.
Clinton, William T.	Jamaica Plain.
Cole, Emil E.	Marlboro.
Coville, Emma	Westfield.
Crowley, Willie	Walpole, N. H.
Cryan, Thomas	Salem.
Dallman, John E.	Dracut.
Dartnall, Fred P.	E. Washington, N. H.
Dusack, J. Francis	Winchester.
Eay, Esther M.	Great Barrington.
Durham, Byron J.	Plainfield.
Dutton, Bertha E.	Roxbury.
Easton, Susan M.	Revere.
Emery, Arthur H.	South Lincoln.
Feenah, Mary	Ware.
Fisher, Edna F.	Cincinnati, O.
Fox, Bert	Westfield.
Frederick, Isabella E.	Barre, Vt.
Gilman, Albert	Boston.
Gifford, Frank H.	Acushnet.
Goodspeed, Bertha	Providence, R. I.
Gout, Henry	Marlboro.
Hall, William F.	Cambridge.
Harrington, Leonard N.	North Adams.
Haynes, Peter A.	Lawrence.
Hewey, Ruth S.	Hardwick.
Hodge, Robert	Plymouth.

Hodgkins, Stanley  
 Holman, Marsden C.  
 Howard, Albert Sidney  
 Howard, Mortimer  
 Hull, George L.  
 Jelley, Hattie  
 Jolley, Kate  
 Kane, Honora  
 Kane, Thomas  
 Kelley, Mary A.  
 Kent, George F.  
 King, Celia  
 Knox, Clara May  
 LaPort, Eddie  
 Ledoux, Louisa  
 LeMay, Mary M.  
 Lenfest, Ella H.  
 Leno, George C.  
 Lombard, L. Viola  
 Lydon, Stephen  
 Lyman, Jessie E.  
 Mackrille, Edgar  
 Macomber, Bertrand P.  
 Macoun, Joseph  
 McCarthy, James  
 McDermott, M. Etta  
 McMahon, John  
 Mangold, Theresa M.  
 Matheson, Ad. E.  
 Mellin, William H.  
 Mountain, Edna  
 Mullen, Sarah  
 Murray, David T.  
 Murray, Mary A.  
 Nugent, James A.  
 Nuttall, Margaret  
 O'Connell, Joseph  
 O'Neill, Margaret J.  
 Peters, Goldie M.  
 Pollak, Charlotte

Boston.  
 Augusta, Ga.  
 Boston.  
 Marlboro.  
 Washington, D. C.  
 Claremont, N. H.  
 Charlestown.  
 Worcester.  
 Worcester.  
 North Brookfield.  
 Somerville.  
 Westmore, Vt.  
 Springfield.  
 Olcott, Vt.  
 Chicopee.  
 Brandon, Vt.  
 East Cambridge.  
 East Middlebury, Vt.  
 Cambridge.  
 Norwood.  
 E. Northfield.  
 Hyde Park.  
 Hudson.  
 North Adams.  
 Marlboro.  
 Lowell.  
 Williamstown.  
 Peabody.  
 Middletown, Pa.  
 South Yarmouth.  
 Springfield.  
 Boston.  
 Hyde Park.  
 Hyde Park.  
 Fall River.  
 Lowell.  
 Holyoke.  
 Fall River.  
 Dalton.  
 Northampton.

Pollak, Robert	Northampton.
Potter, Lilly Belle	Groton.
Powers, Fred H.	Northampton.
Powers, Ellen T.	Worcester.
Radcliffe, J. Pierson	Lynn.
Radcliffe, Sarah	Lynn.
Randall, Hattie S.	Dover, N. H.
Ransom, Eddie	Southbridge.
Robbins, Joseph G.	Millbury.
Robbins, Marion	Millbury.
Rossiter, Maggie	Taunton.
Rouse, Aimee M.	Baltimore, Md.
Russell, Emily J.	Worcester.
Savard, M. Stephanie	Woonsocket, R. I.
Scott, Bertha S.	Webster.
Scribner, Howard	New Brighton, N. Y.
Slattery, Thomas	North Adams.
Smith, Evert E.	Halifax, Vt.
Spencer, U. Ernestine	St. Paul, Minn.
Stone, Elsie M.	Cambridge.
Sullivan, Timothy.	Boston.
Tebbetts, Carrie A.	Greenville, N. H.
Thayer, Frank F.	Brookline, N. H.
Thom, Clara E.	Haverhill.
Todd, Bertha M.	Greenfield.
Trainor, Mary K.	Pittsfield.
Trainor, John J.	Pittsfield.
Trainor, James M.	Pittsfield.
Tyler, D. Louis	West Brookfield
Tyler, L. Ernest	Hudson.
Wardwell, Bernice M.	Keene, N. H.
Ware, Alice L.	Worcester.
Washburn, Carrie C.	Plymouth.
Weeks, Lucy H.	Middletown, Conn.
Wells, Frank A.	Greenfield.
Wheeler, Homer C.	Northampton.
Wheeler, Melvin H.	Northampton.
Willard, Jane M.	Fitchburg.
Williams, William M. O.	Bedford.
Winslow, Alice M.	Lynn.
Wordell, Carrie B.	Fall River.

## PAPERS, PERIODICALS, ETC.

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The following papers have been sent to the pupils gratuitously the past year :

Daily Herald, Northampton, Mass.  
Hampshire Gazette, Northampton, Mass.  
Hampshire County Journal, Northampton, Mass.  
Daily Paper for Our Little People, Rochester, N. Y.  
The Deaf-Mute Journal, New York City.  
Kentucky Deaf-Mute, Danville, Ky.  
The Goodson Gazette, Staunton, Va.  
The Nebraska Mute Journal, Omaha, Neb.  
Our Dumb Animals, Boston, Mass.  
Kansas Star, Olathe, Kansas.  
The Tablet, Romney, W. Va.  
The Deaf-Mute Mirror, Flint, Mich.  
Mute's Companion, Faribault, Minn.  
Deaf-Mute Hawkeye, Council Bluffs, Ia.  
Maryland Bulletin, Frederick, Md.  
Deaf-Mute Optic, Little Rock, Ark.  
The Deaf-Mute Voice, Jackson, Miss.  
The Weekly News, Berkeley, Cal.  
Juvenile Ranger, Austin, Texas.  
The Mute Chronicle, Columbus, O.  
The Silent World, Philadelphia, Penn.  
Colorado Index, Colorado Springs, Colo.  
The Deseret Eagle, Salt Lake City, Utah.  
Texas Mute Ranger, Austin, Texas.  
Philanthropic Index and Review, Kalamazoo, Mich.  
The New Method for the Deaf, Englewood, Ill.  
Canadian Mute, Belleville, Ont.  
Institute Herald, St. Augustine, Fla.  
The Banner, Devil's Lake, N. Dakota.  
The Gazette, Edgewood Park, N. Y.  
The Silent Echo, Winnipeg, Manitoba.

Thanks are also due to Drs. Cooper and Davenport, for professional services ; to the Connecticut River, Massachusetts Central, and New York, New Haven & Hartford railroads, for carrying members of the Institution at reduced fares.

## TERMS OF ADMISSION.

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This Institution is intended for the instruction of deaf children and youth by the Oral Method. It provides for pupils' tuition, board, lodging, washing, fuel and light, superintendence of health, conduct, manners and morals. The charges per year are for paying pupils two hundred and fifty dollars; for tuition, simply, fifty dollars; payable semi-annually in advance, the first week of each term. No charge is made for pupils resident in Massachusetts. No deduction for absences, except on account of sickness. Extra charges will be made for actual expenses incurred during sickness. The cost of clothing and travel as well as incidental expenses must be paid by the parent. *No State pupil will be allowed to withdraw without weighty reasons to be approved by the School Committee or by the Governor of the Commonwealth.* See, also, the law in regard to State pupils on the inside of the title page.

Applicants for admission in Massachusetts should apply to the Secretary of the Board of Education, State House, Boston; in other New England States to the Governor, or to the Secretary of State. Forms of application will be furnished by the Secretary, or by this Institution.

There are two terms in the year, of twenty weeks each, with a summer vacation of twelve weeks. Pupils cannot spend the vacation at school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

*The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal, each term, for incidental expenses.*

Applications and letters for information must be addressed to Miss Caroline A. Yale, Principal of the Clarke Institution, Northampton, Massachusetts. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Pupils must *bring a certificate of vaccination*, and a list of the diseases they have had. The Institution is not an asylum, but a school; and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and good moral habits.

Visitors are admitted only on Thursday afternoons, except for special reasons to be approved by the Principal.

# MASSACHUSETTS LAW IN REGARD TO EDUCATION OF DEAF MUTES.

[Chap. 179.]

## AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF-MUTES OR DEAF CHILDREN.

*Be it enacted, etc., as follows :*

SECTION 1. With the approval of the board of education the governor may send such deaf mutes or deaf children as he may deem fit subjects for education, for a term not exceeding ten years in the case of any pupil, to the American Asylum at Hartford, the Clarke Institution for Deaf-Mutes at Northampton, or to the Horace Mann School at Boston, or to any other school for deaf-mutes in the Commonwealth, as the parents or guardians may prefer; and with the approval of the board, he may make at the expense of the Commonwealth, such provisions for the care and education of children who are both deaf-mutes and blind, as he may deem expedient. In the exercise of the discretionary power conferred by this act no distinction shall be made on account of the wealth or poverty of the parents or guardians of such children; no such pupil shall be withdrawn from such institution or school, except with the consent of the proper authorities thereof, or of the governor, and the sums necessary for the instruction and support for such pupils in such institution or school, shall be paid by the Commonwealth; *provided, nevertheless*, that nothing herein contained shall be held to prevent the voluntary payment of the whole or any part of such sum by the parents or guardians of said pupils.

SEC. 2. Section sixteen of chapter forty-one of the Public Statutes and chapter two hundred and forty-one of the acts of the year eighteen hundred and eighty-six are hereby repealed.

SEC. 3. This act shall take effect upon its passage.

Approved April 14, 1887.

[Chap. 226.]

## AN ACT TO AMEND AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF MUTES OR DEAF CHILDREN.

*Be it enacted, etc., as follows :*

SEC. 1. Upon the request of the parents or guardians, and with the approval of the state board of education, the governor may continue the schooling of meritorious deaf-mutes or deaf children of capacity and promise, beyond the existing limitation of ten years, as provided in chapter two hundred and thirty-nine of the acts of the year eighteen hundred and eighty-eight, when such pupils are properly recommended therefor by the principal or other chief officer of the school of which they are members.

SEC. 2. This act shall take effect upon its passage.

Approved April 8, 1889.





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TWENTY-SIXTH  
ANNUAL REPORT

OF THE

Clarke Institution for Deaf-Mutes

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending August 31, 1893.

---

NORTHAMPTON, MASS.:  
PRESS OF GAZETTE PRINTING CO.  
1893.





CLARKE HALL,



## MASSACHUSETTS LAW IN REGARD TO EDUCATION OF DEAF MUTES.

[Chap. 179.]

### AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF-MUTES OR DEAF CHILDREN.

*Be it enacted, etc., as follows :*

SECTION 1. With the approval of the board of education the governor may send such deaf mutes or deaf children as he may deem fit subjects for education, for a term not exceeding ten years in the case of any pupil, to the American Asylum at Hartford, the Clarke Institution for Deaf-Mutes at Northampton, or to the Horace Mann School at Boston, or to any other school for deaf-mutes in the Commonwealth, as the parents or guardians may prefer; and with the approval of the board, he may make at the expense of the Commonwealth, such provisions for the care and education of children who are both deaf-mutes and blind, as he may deem expedient. In the exercise of the discretionary power conferred by this act no distinction shall be made on account of the wealth or poverty of the parents or guardians of such children; no such pupil shall be withdrawn from such institution or school, except with the consent of the proper authorities thereof, or of the governor, and the sums necessary for the instruction and support for such pupils in such institution or school, shall be paid by the Commonwealth; *provided, nevertheless*, that nothing herein contained shall be held to prevent the voluntary payment of the whole or any part of such sum by the parents or guardians of said pupils.

SEC. 2. Section sixteen of chapter forty-one of the Public Statutes and chapter two hundred and forty-one of the acts of the year eighteen hundred and eighty-six are hereby repealed.

SEC. 3. This act shall take effect upon its passage.

Approved April 14, 1887.

[Chap. 226.]

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SEC. 2. This act shall take effect upon its passage.

Approved April 8, 1889.



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TWENTY-SIXTH  
ANNUAL REPORT

OF THE

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AT

NORTHAMPTON, MASS.,

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Year Ending August 31, 1893.

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NORTHAMPTON, MASS.:  
PRESS OF GAZETTE PRINTING CO.  
1893.









BAKER HALL.





ROGERS HALL.





BAKER HALL.





DUDLEY HALL.



TWENTY-SIXTH

ANNUAL REPORT

OF THE

Clarke Institution for Deaf-Mutes

AT

NORTHAMPTON, MASS.,

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Year Ending August 31, 1893.



NORTHAMPTON, MASS. :  
PRESS OF GAZETTE PRINTING CO.  
1893.

(Chap. 300.)

AN ACT RELATING TO DEAF-MUTES.

*Be it Enacted, Etc., as follows:*

SECTION 1. No beneficiary of this Commonwealth, in an institution or school for the education of Deaf-Mutes shall be withdrawn therefrom except with the consent of the proper authorities of such institution or school, or of the Governor of this Commonwealth.

SEC. 2. This Act shall take effect upon its passage. [*Approved May 17, 1871.*]

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## OFFICERS AND CORPORATORS.

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### **PRESIDENT.**

LEWIS J. DUDLEY.

### **VICE-PRESIDENTS.**

HORATIO G. KNIGHT,  
FRANKLIN CARTER.

### **CLERK.**

EDWARD B. NIMS, M. D.

### **TREASURER.**

LAFAYETTE MALTBY.

### **AUDITOR.**

WILLIAM P. STRICKLAND.

### **CORPORATORS.**

LEWIS J. DUDLEY, Northampton.  
GARDINER G. HUBBARD, Washington, D. C.  
F. B. SANBORN, Concord.  
HORATIO G. KNIGHT, Easthampton.  
WILLIAM P. STRICKLAND, Northampton.  
FRANKLIN CARTER, Williamstown.  
EDWARD B. NIMS, M. D., Northampton.  
FRANKLIN BONNEY, M. D., Hadley.  
JAMES MADISON BARKER, Pittsfield.  
JOHN B. CLARK, Northampton.  
JOHN C. HAMMOND, Northampton.

### **SCHOOL COMMITTEE.**

LEWIS J. DUDLEY, <i>Chairman</i> ,	EDWARD B. NIMS,
FRANKLIN CARTER,	JOHN B. CLARK,
WILLIAM P. STRICKLAND,	FRANKLIN BONNEY.

### **FINANCE COMMITTEE.**

HORATIO G. KNIGHT, *Chairman*.  
EDWARD B. NIMS, M. D.  
JOHN C. HAMMOND.

# OFFICERS OF THE CLARKE INSTITUTION.

*From its Organization to the Present Time.*

JULY 15, 1867—OCTOBER 12, 1893.

## PRESIDENTS.

	<i>Elected.</i>	<i>Retired.</i>
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	1883
LEWIS J. DUDLEY,	1883	

## CORPORATORS BY ACT OF INCORPORATION.

	<i>Elected.</i>	<i>Ret'd.</i>		<i>Elected.</i>	<i>Ret'd.</i>
*OSMYN BAKER,	1867	1875	THEODORE LYMAN,	1867	1868
*WILLIAM ALLEN,	1867	1891	HORATIO G. KNIGHT,	1867	
LEWIS J. DUDLEY,	1867		*JOSEPH A. POND,	1867	1867
JULIUS H. SEELYE,	1867	1887	WILLIAM CLAFLIN,	1867	1873
*GEORGE WALKER,	1867	1876	*JAMES B. CONGDON,	1867	1879
GARDINER G. HUBBARD,	1867		*THOMAS TALBOT,	1867	1885

## CORPORATORS BY ELECTION.

JOSEPH H. CONVERSE,	1868	1870	WM. P. STRICKLAND,	1883	
*JONATHAN H. BUTLER,	1868	1868	FRANKLIN CARTER,	1884	
F. B. SANBORN,	1868		EDWARD B. NIMS,	1885	
*J. HUNTINGTON LYMAN,	1870	1877	*FRANCIS H. DEWEY,	1886	1888
*SAMUEL A. FISK,	1873	1884	FRANKLIN BONNEY,	1887	
*HENRY WATSON,	1875	1891	*CHARLES MARSH,	1888	1891
*CHARLES DELANO,	1877	1883	JAS. MADISON BARKER,	1889	
EDWARD HITCHCOCK,	1877	1887	JOHN B. CLARK,	1891	
JOHN D. LONG,	1880	1883	JOHN C. HAMMOND,	1892	

## TREASURERS.

OSMYN BAKER,	1867	1869	LAFAYETTE MALTBY,	1869
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## PRINCIPALS.

HARRIET B. ROGERS,	1867	1886	CAROLINE A. YALE,	1896
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## ASSOCIATE PRINCIPALS.

CAROLINE A. YALE,	1873	1886	*ALICE E. WORCESTER,	1896	1899
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## STEWARDS.

HENRY J. BARDWELL,	1870	1883	FREEMAN C. CARVER,	1883
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\*Deceased.

# OFFICERS AND INSTRUCTORS.

1893-1894.

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## **PRINCIPAL.**

CAROLINE A. YALE.

## **INSTRUCTORS.**

RUTH WITTER,	JUNE YALE,
KATHARINE FLETCHER,	MARION S. SMITH,
MARY KATHAN,	ADELLA F. POTTER,
FANNIE W. GAWITH,	*GRACE L. WRIGHT,
REBECCA E. SPARROW,	ABBY T. BAKER,
ELLA SCOTT,	LAURA H. WILD,
ALICE M. FIELD,	HANNAH C. WELLS.

MARIA ROGERS.

## *Teacher of Drawing.*

CLARA W. LATHROP.

## *Teacher of Wood Carving.*

BESSIE S. LATHROP.

## **STEWARD.**

FREEMAN C. CARVER.

## **MATRON.**

MARY SMITH.

## **ASSISTANT MATRONS.**

ADDIE E. PEASE,	MARY L. ROOT,
MARY M. MARTIN.	

## **ATTENDANTS.**

SARAH HASKINS,	IOLA T. MALLORY,
LILLIAN C. LENTELL,	AMBER E. ALEXANDER,
BERTHA MALLORY,	KATE A. BOYCE,
FLORENCE L. HENRY.	

## **MASTER OF CABINET SHOP.**

N. B. LUCIA.

## **FARMER AND ENGINEER.**

REUBEN ROBINSON.

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\*Absent.



## Report of the Corporation.

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*To the Massachusetts Board of Education :*

GENTLEMEN :—Unqualified prosperity to the Clarke Institution characterized the year ending August 31st, 1893. The Institution had a larger number of pupils than ever before, occupying three independent boarding establishments instead of two, with school rooms connected with each. This served for the better separation of pupils of different ages and attainments, as well as a safeguard against the spread of any contagious disease through the whole Institution.

But two cases of serious illness occurred during the year. A pupil of consumptive tendency was withdrawn, and died some weeks afterward, and another, at the very close of the school year, was a victim of typhoid fever, which lasted far into the vacation, but ended in recovery.

The number of pupils instructed was 126—boys 64 ; girls 62 ; in the Primary department, 71 ; in the Grammar Department, 55 ; boarding pupils 123 ; day pupils 3. The number present at the close of the school year was 122. Of the whole number 101 were from Massachusetts, 7 from Vermont, 6 from New Hampshire, 2 each from New York and Alabama, and 1 each from Rhode Island, Connecticut, Pennsylvania, Maryland, Georgia, Minnesota, Ohio, and the District of Columbia. The number instructed in drawing was 43, in wood carving 43, in cabinet work 25. The older girls were also practically initiated in household duties.

At the end of the second session, four pupils were graduated with appropriate public exercises. As many invited guests were present as the limited capacity of our public hall would admit. Essays by each of the graduates were read, and exercises with



other classes were had by their respective teachers, by way of enlightening the public as to the methods of instruction here pursued and the results attained.

As none of our teachers withdrew at the end of the year, the present session opens with instructors all of whom have had more or less experience. Heretofore, various contingencies have robbed us of one or more experienced teachers nearly every year, and no experts in our method of instruction were to be had elsewhere. More than all this, the adoption of the oral system in whole or in part in many other institutions, created a demand for trained teachers.

To meet these demands, as well as to comply with the request of the Association mentioned in our last annual report, five supernumeraries were last year admitted without charge to the same course of training to which our own teachers are subjected, but without expense to the Clarke Institution. Two of the five are now meeting the increased wants of our own school the present year, and the remaining three were at once secured by other Institutions. The same number of supernumeraries have been admitted on the same terms for the same training during the current year.

In this way, not only are trained teachers provided for all our classes, but as immediate practice on lessons received, is an essential part of the training, these novitiates are also utilized for the instruction of individual pupils whose peculiarities forbid membership in any class. This practice inures to the benefit of both the teacher and the taught. The training of instructors in this way, not only for our own, but for other schools, serves to promote the success and prevalence of the oral system, which has often been discredited by a lack of knowledge and skill on the part of the teachers employed.

Our Institution was honored during the year by an unusual number of visitors, especially by the officials and instructors of other schools for the deaf.

Considerable expenditure not properly chargeable to repairs, was made in the recent vacation, in grading and laying out grounds, carrying surface water from the roofs of buildings into sewers, and perfecting such plumbing as had proved to be faulty in its original construction. The school expenses proper during the year, including an unusual amount of repairs, were \$36,-320.12. The original Clarke fund remains intact and unim-

paired, and the income from that as well as from the remnant of the reserve fund not previously expended in enlarging our capacity for pupils, was \$17,361.44.

The twenty-fifth anniversary of the organization of our Institution, was duly observed on the 12th of October last, by a public meeting and appropriate exercises. As a full report of the proceedings and addresses on that occasion has been published and sent to your Honorable Board, as well as to institutions and persons specially devoted to the education of the deaf, any repetition of details in this connection would seem superfluous. Suffice it to say that the officials and teachers of the Clarke school felt not a little complimented by the high tribute paid to its character and achievements, by experts in the education of the deaf from other institutions, who were formerly skeptical as to the practical utility of our system of instruction.

The new year (1893-94), brings us an increase of pupils, and, with our system of separation in rooms, practically exhausts the capacity of our dormitories. The number enrolled is 132, of whom 127 are present. Of the enrolled there are: Boys 72, girls 60; in the Primary Department, 82; in the Grammar Department 50.

Each successive year adds to the confidence and zeal of the friends of the Clarke Institution. Organized as it was, twenty-six years ago, without any established precedent in this country, in the face of strenuous opposition and predicted failure, it has pursued the even tenor of its way, in friendly rivalry with the older method of instruction, until of the 80 schools for the deaf now in the United States, 20 are distinctly oral, 53 others have introduced elements of the oral system, some of them making speech the medium of instruction with a part of their pupils, others teaching articulation and lip-reading as an accomplishment, while only 7 schools continue purely manual. Transition from the manual to the oral method has taken place still more extensively and radically in European schools, while the drift both there and here is constantly in the same direction.

It may be reasonably hoped that such skill will yet be developed in the application of the oral system that no deaf child in Christendom will long remain devoid of speech simply because devoid of hearing.

For the Corporation,

Oct. 11, 1893.

LEWIS J. DUDLEY, President.

# Receipts and Expenditures OF THE CLARKE INSTITUTION

FOR THE YEAR ENDING AUGUST 31, 1893.

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## RECEIPTS.

Income from Clarke and Reserve Fund,	\$17,361.44
“ Street Fund,	93.98
“ Lippitt Fund,	73.12
“ Green Fund,	19.84
“ State of Massachusetts,	16,982.31
“ Other States,	2,352.50
“ Pupils,	2,175.00
“ Farm and Stable,	200.00
	<hr/> \$39,258.19

## EXPENDITURES.

### CURRENT.

For Groceries and Provisions,	\$ 9,110.54
“ Furnishings,	1,125.71
“ Wages,	2,855.63
“ Salaries,	14,484.06
“ Fuel and Lights,	5,597.43
“ Repairs,	1,719.00
“ Farm and Stable,	220.59
“ Cabinet Shop,	1,123.26
“ Schools Incidentals,	391.37
“ General Incidentals,	1,290.75
	<hr/> \$37,918.34

### SPECIAL EXPENDITURES

For Lippitt Prizes,	\$ 51.00
“ 25th Anniversary and Columbian Ex- position,	540.71
“ Building and Improvements,	4,043.84
“ Insurance,	954.50
	<hr/> 5,590.05
	<hr/> \$43,508.30

## Report of the Principal.

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*To the Board of Corporators :*

GENTLEMEN:—The special occurrences which have marked the past year were the celebration in October of the twenty-fifth anniversary of the opening of the school: the establishment of a separate family and school for our youngest pupils in Dudley Hall and the admission of other than our own teachers to our school for the study of its methods and for practice in teaching.

The addresses given at our twenty-fifth anniversary were by your direction printed, several half-tone process pictures of the exterior and interior of the buildings being added. Selections from these addresses and the pictures were furnished as our share in a series of volumes entitled "Histories of American Schools for the Deaf, 1817-1893" which have recently been issued by the Volta Bureau.

The separate school and family in Dudley Hall for our youngest pupils proved quite as great a good as we had hoped, as all arrangements could be made with sole regard to the needs of these little ones.

It was mentioned in our last report that we had been asked to allow other teachers to study with those preparing for work in our own school. This request frequently made we at last yielded to reluctantly, urged on to the step by the feeling that the results of our years of experience ought at least to lessen the amount of time and strength inevitable wasted in the school room by untrained novices and that from among those who come to us for such help we might be able to select teachers to fill vacancies occurring in our own teaching staff, so avoiding the introduction of wholly inexperienced teachers into our school. The presence of such a class of teachers in training has proved no



DUDLEY HALL.

TWENTY-SIXTH

ANNUAL REPORT

OF THE

Clarke Institution for Deaf-Mutes

AT

NORTHAMPTON, MASS.

FOR THE

Year Ending August 31, 1892.



NORTHAMPTON, MASS.:  
PRESS OF GAZETTE PUBLISHERS.  
1893.

(Chap. 300.)

**AN ACT RELATING TO DEAF-MUTES.**

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**SEC. 2.** This Act shall take effect upon its passage. [*Approved May 17, 1871.*]

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## OFFICERS AND CORPORATORS.

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### **PRESIDENT.**

LEWIS J. DUDLEY.

### **VICE-PRESIDENTS.**

HORATIO G. KNIGHT,  
FRANKLIN CARTER.

### **CLERK.**

EDWARD B. NIMS, M. D.

### **TREASURER.**

LAFAYETTE MALTBY.

### **AUDITOR.**

WILLIAM P. STRICKLAND.

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LEWIS J. DUDLEY, Northampton.  
GARDINER G. HUBBARD, Washington, D. C.  
F. B. SANBORN, Concord.  
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WILLIAM P. STRICKLAND, Northampton.  
FRANKLIN CARTER, Williamstown.  
EDWARD B. NIMS, M. D., Northampton.  
FRANKLIN BONNEY, M. D., Hadley.  
JAMES MADISON BARKER, Pittsfield.  
JOHN B. CLARK, Northampton.  
JOHN C. HAMMOND, Northampton.

### **SCHOOL COMMITTEE.**

LEWIS J. DUDLEY, <i>Chairman</i> .	EDWARD B. NIMS,
FRANKLIN CARTER,	JOHN B. CLARK,
WILLIAM P. STRICKLAND,	FRANKLIN BONNEY.

### **FINANCE COMMITTEE.**

HORATIO G. KNIGHT, *Chairman*.  
EDWARD B. NIMS, M. D.  
JOHN C. HAMMOND.



# OFFICERS OF THE CLARKE INSTITUTION.

*From its Organization to the Present Time.*

JULY 15, 1867—OCTOBER 12, 1893.

## PRESIDENTS.

	<i>Elected.</i>	<i>Retired.</i>
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	1883
LEWIS J. DUDLEY,	1883	

## CORPORATORS BY ACT OF INCORPORATION.

	<i>Elect'd.</i>	<i>Ret'd.</i>		<i>Elect'd.</i>	<i>Ret'd.</i>
*OSMYN BAKER,	1867	1875	THEODORE LYMAN,	1867	1868
*WILLIAM ALLEN,	1867	1891	HORATIO G. KNIGHT,	1867	
LEWIS J. DUDLEY,	1867		*JOSEPH A. POND,	1867	1867
JULIUS H. SEELYE,	1867	1887	WILLIAM CLAFLIN,	1867	1873
*GEORGE WALKER,	1867	1876	*JAMES B. CONGDON,	1867	1879
GARDINER G. HUBBARD,	1867		*THOMAS TALBOT,	1867	1885

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JOSEPH H. CONVERSE,	1868	1870	WM. P. STRICKLAND,	1883	
*JONATHAN H. BUTLER,	1868	1868	FRANKLIN CARTER,	1884	
F. B. SANBORN,	1868		EDWARD B. NIMS,	1885	
*J. HUNTINGTON LYMAN,	1870	1877	*FRANCIS H. DEWEY,	1886	1888
*SAMUEL A. FISK,	1873	1884	FRANKLIN BONNEY,	1887	
*HENRY WATSON,	1875	1891	*CHARLES MARSH,	1888	1891
*CHARLES DELANO,	1877	1883	JAS. MADISON BARKER,	1889	
EDWARD HITCHCOCK,	1877	1887	JOHN B. CLARK,	1891	
JOHN D. LONG,	1880	1883	JOHN C. HAMMOND,	1892	

## TREASURERS.

OSMYN BAKER,	1867	1869	LAFAYETTE MALTBY,	1869
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## PRINCIPALS.

HARRIET B. ROGERS,	1867	1886	CAROLINE A. YALE,	1886
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## ASSOCIATE PRINCIPALS.

CAROLINE A. YALE,	1873	1886	*ALICE E. WORCESTER,	1886	1889
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## STEWARDS.

HENRY J. BARDWELL,	1870	1883	FREEMAN C. CARVER,	1883
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\*Deceased.

# OFFICERS AND INSTRUCTORS.

1893-1894.

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## **PRINCIPAL.**

CAROLINE A. YALE.

## **INSTRUCTORS.**

RUTH WITTER,	JUNE YALE,
KATHARINE FLETCHER,	MARION S. SMITH,
MARY KATHAN,	ADELLA F. POTTER,
FANNIE W. GAWITH,	*GRACE L. WRIGHT,
REBECCA E. SPARROW,	ABBY T. BAKER,
ELLA SCOTT,	LAURA H. WILD,
ALICE M. FIELD,	HANNAH C. WELLS.

MARIA ROGERS.

## *Teacher of Drawing.*

CLARA W. LATHROP.

## *Teacher of Wood Carving.*

BESSIE S. LATHROP.

## **STEWARD.**

FREEMAN C. CARVER.

## **MATRON.**

MARY SMITH.

## **ASSISTANT MATRONS.**

ADDIE E. PEASE,	MARY L. ROOT,
MARY M. MARTIN.	

## **ATTENDANTS.**

SARAH HASKINS,	IOLA T. MALLORY,
LILLIAN C. LENTELL,	AMBER E. ALEXANDER,
BERTHA MALLORY,	KATE A. BOYCE,
FLORENCE L. HENRY.	

## **MASTER OF CABINET SHOP.**

N. B. LUCIA.

## **FARMER AND ENGINEER.**

REUBEN ROBINSON.

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\*Absent.

McDermott, M. Etta	Lowell.
McMahon, John	Williamstown.
Mangold, Theresa M.	Peabody.
Matheson, Ad. E.	Middletown, Pa.
Mellen, William H.	South Yarmouth.
Mountain, Edna	Springfield.
Mullen, Sarah	Boston.
Murray, Augustus	Northampton.
Nickerson, S. Eddie	East Harwich.
Nugent, James A.	Fall River.
Nuttall, Margaret	Lowell.
O'Connell, Joseph	Holyoke.
O'Neill, Margaret J.	Fall River.
Peters, Goldie M.	Dalton.
Pollak, Charlotte	Montgomery, Ala.
Pollak, Robert	Montgomery, Ala.
Potter, L. Belle	Groton.
Powers, Fred H.	Northampton.
Powers, Ellen T.	Worcester.
Radcliffe, J. Pierson	Lynn.
Radcliffe, Sarah	Lynn.
Randall, Hattie S.	Dover, N. H.
Robbins, Joseph G.	Millbury.
Robbins, Marion	Millbury.
Rossiter, Maggie	Taunton.
Rouse, Aimee M.	Baltimore, Md.
Russell, Emily J.	Worcester.
Savard, M. Stephanie	Woonsocket, R. I.
Scott, Bertha S.	Webster.
Scribner, Howard	New Brighton, N. Y.
Sherman, Joseph	Boston.
Slattery, Thomas	North Adams.
Smith, Evert E.	Halifax, Vt.
Spencer, U. Ernestine	St. Paul, Minn.
Stone, Elsie M.	Cambridge.
Sullivan, Daniel	Springfield.
Tebbetts, Carrie A.	Greenville, N. H.
Thayer, Frank F.	Brookline, N. H.
Thom, Clara E.	Haverhill.
Todd, Bertha M.	Greenfield.

Trainor, Mary K.	Pittsfield.
Trainor, John J.	Pittsfield.
Trainor, James M.	Pittsfield.
Tyler, D. Louis	West Brookfield.
Tyler, L. Ernest	Hudson.
Wardwell, Bernice M.	Keene, N. H.
Ware, Alice L.	Worcester.
Washburn, Carrie C.	Plymouth.
Wells, Frank A.	Greenfield.
Wheeler, Homer C.	Northampton.
Wheeler, Melvin H.	Northampton.
Willard, Jane M.	Fitchburg.
Williams, William M. O.	Bedford.
Winn, Charles F.	Brockton.
Winslow, Alice M.	Lynn.
Wordell, Carrie B.	Fall River.
Young, Ambrose	Chatham.

## PAPERS, PERIODICALS, ETC.

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The following papers have been sent to the Institution gratuitously the past year.

Daily Herald, Northampton, Mass.  
Hampshire County Journal, Northampton, Mass.  
Daily Paper for Our Little People, Rochester, N. Y.  
The Deaf-Mute Journal, New York City.  
Kentucky Deaf-Mute, Danville, Ky.  
The Goodson Gazette, Staunton. Va.  
The Nebraska Mute Journal, Omaha Neb.  
Our Dumb Animals, Boston, Mass.  
Kansas Star, Olathe, Kansas.  
The Tablet, Romney, W. Va.  
The Deaf-Mute Mirror, Flint, Mich.  
Mute's Companion, Faribault, Minn.  
The Hawkeye, Council Bluffs, Ia.  
Maryland Bulletin, Frederick, Md.  
Deaf-Mute Optic, Little Rock, Ark.  
The Deaf-Mute Voice, Jackson Miss.  
The Weekly News, Berkeley, Cal.  
Juvenile Ranger, Austin, Texas.  
The Mute Chronicle, Columbus, O.  
The Silent World, Philadelphia, Penn.  
Colorado Index, Colorado Springs, Colo.  
Philanthropic Index and Review, Kalamazoo, Mich.  
The New Method for the Deaf, Englewood, Ill.  
Canadian Mute, Belleville, Ont.  
Institute Herald, St. Augustine, Fla.  
The Banner, Devil's Lake, N. Dakota.  
The Gazette, Edgewood Park, N. Y.  
The Silent Echo, Winnipeg, Manitoba.  
The Washingtonian, Vancouver, Washington.  
Missouri Deaf-Mute Record, Fulton, Mo.  
The Deaf-Mutes' Register, Rome, N. Y.

Thanks are due Drs. Cooper, Jones and Davenport for treatment of indigent pupils at reduced rates.

## Terms of Admission.

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This Institution is a School for the education of children wholly or partially deaf. All instruction is given through speech and lip-reading. The charges per year for state pupils is two hundred dollars; and for private pupils three hundred dollars and for day pupils sixty-six dollars, payable semi-annually in advance, the first week of each half year. No deduction for absences, except on account of sickness. Massachusetts parents are required to pay nothing but contingent expenses such as those of sickness, travel, clothing, and the like. No State pupil will be allowed to withdraw without weighty reasons to be approved by the School Committee or by the Governor of the Commonwealth. See, the law in regard to State pupils on the following page.

In Massachusetts application should be made to the Secretary of the Board of Education, State House, Boston; in other New England States to the Governor, or to the Secretary of State. Forms of application will be furnished by the Secretary.

There are forty weeks in the school year, with a summer vacation of twelve weeks. Pupils cannot spend the vacation at the Institution. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Tuesday of September. None will be admitted at any other time, unless they are qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

*The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal, each term, for incidental expenses.*

Applications and letters for information must be addressed to Miss Caroline A. Yale, Principal of the Clarke Institution, Northampton, Massachusetts. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Visitors are admitted only on Thursday afternoons, except for special reasons to be approved by the Principal.

## MASSACHUSETTS LAW IN REGARD TO EDUCATION OF DEAF MUTES.

[Chap. 179.]

### AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF-MUTES OR DEAF CHILDREN.

*Be it enacted, etc., as follows :*

SECTION 1. With the approval of the board of education the governor may send such deaf-mutes or deaf children as he may deem fit subjects for education, for a term not exceeding ten years in the case of any pupil, to the American Asylum at Hartford, the Clarke Institution for Deaf-Mutes at Northampton, or to the Horace Mann School at Boston, or to any other school for deaf-mutes in the Commonwealth, as the parents or guardians may prefer ; and with the approval of the board, he may make at the expense of the Commonwealth, such provisions for the care and education of children who are both deaf-mutes and blind, as he may deem expedient. In the exercise of the discretionary power conferred by this act no distinction shall be made on account of the wealth or poverty of the parents or guardians of such children; no such pupil shall be withdrawn from such institution or school, except with the consent of the proper authorities thereof, or of the governor, and the sums necessary for the instruction and support for such pupils in such institutions or school, shall be paid by the Commonwealth; *provided, nevertheless*, that nothing herein contained shall be held to prevent the voluntary payment of the whole or any part of such sum by the parents or guardians of said pupils.

SEC. 2. Section sixteen of chapter forty-one of the Public Statutes and chapter two hundred and forty-one of the acts of the year eighteen hundred and eighty-six are hereby repealed.

SEC. 3. This act shall take effect upon its passage.

Approved April 14, 1887.

[Chap. 226.]

### AN ACT TO AMEND AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF MUTES OR DEAF CHILDREN.

*Be it enacted, etc., as follows :*

SEC. 1. Upon the request of the parents or guardians, and with the approval of the state board of education, the governor may continue the schooling of meritorious deaf-mutes or deaf children of capacity and promise, beyond the existing limitation of ten years, as provided in chapter two hundred and thirty-nine of the acts of the year eighteen hundred and eighty-eight, when such pupils are properly recommended therefor by the principal or other chief officer of the school of which they are members.

SEC. 2. This act shall take effect upon its passage.

Approved April 8, 1889.

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143  
27

TWENTY-SEVENTH  
ANNUAL REPORT

OF THE

CLARKE INSTITUTION FOR DEAF MUTES

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending August 31, 1894.





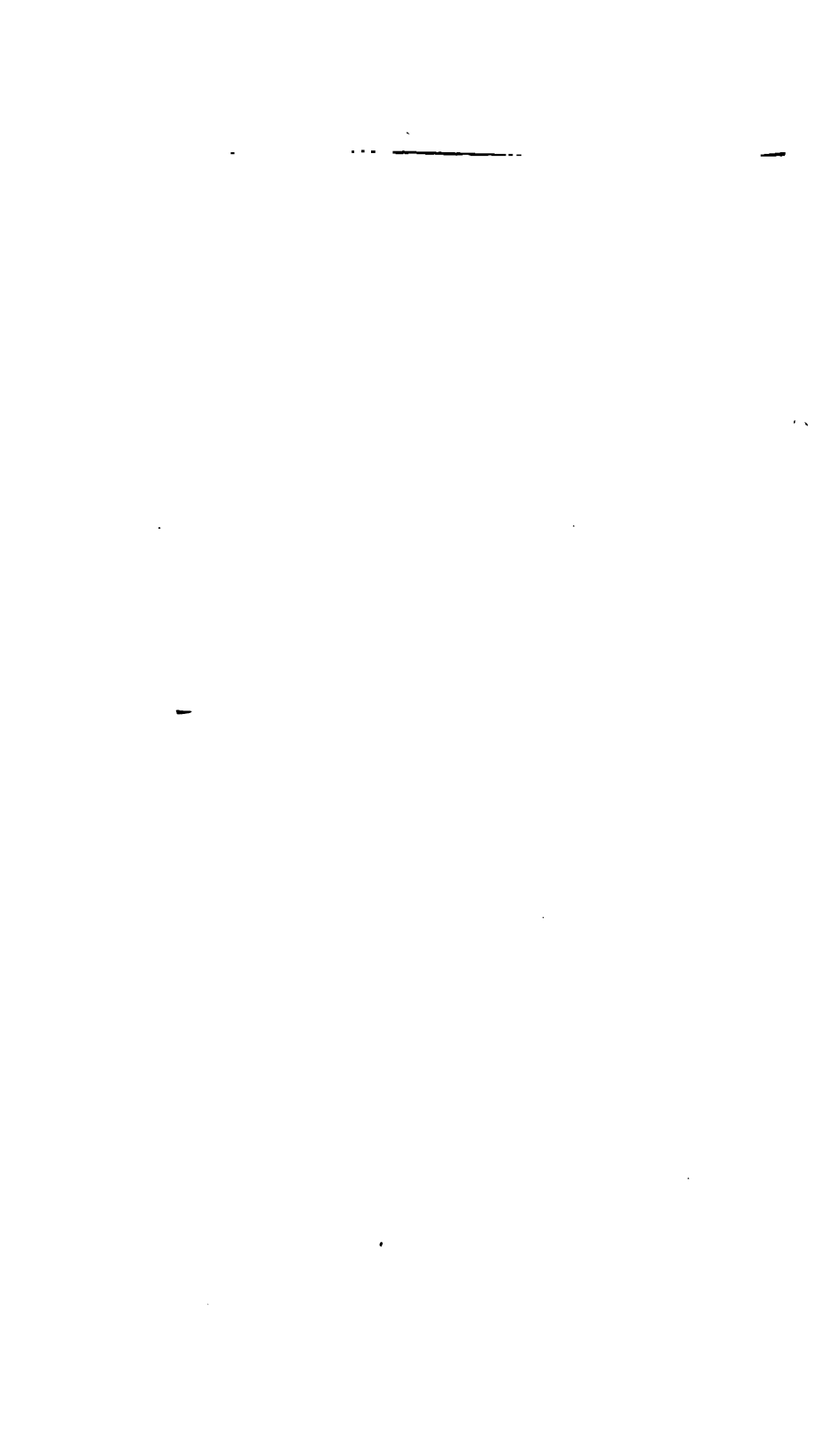








BAKER HALL.





DUDLEY HALL.

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1



(Chap. 300.)

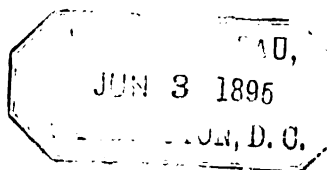
AN ACT RELATING TO DEAF-MUTES.

*Be it Enacted, Etc., as follows:*

SECTION 1. No beneficiary of this Commonwealth, in an institution or school for the education of Deaf-Mutes shall be withdrawn therefrom except with the consent of the proper authorities of such institution or school, or of the Governor of this Commonwealth.

SECTION 2. This Act shall take effect upon its passage. [*Approved May 27, 1871.*]

JUN 28 '34



## *Officers and Corporators.*

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### **PRESIDENT.**

LEWIS J. DUDLEY.

### **VICE-PRESIDENTS.**

HORATIO G. KNIGHT.  
FRANKLIN CARTER.

### **CLERK.**

EDWARD B. NIMS, M. D.

### **TREASURER.**

LAFAYETTE MALTBY.

### **AUDITOR.**

WILLIAM P. STRICKLAND.

### **CORPORATORS.**

LEWIS J. DUDLEY, Northampton.  
GARDINER G. HUBBARD, Washington, D. C.  
F. B. SANBORN, Concord.  
HORATIO G. KNIGHT, Easthampton.  
WILLIAM P. STRICKLAND, Northampton.  
FRANKLIN CARTER, Williamstown.  
EDWARD B. NIMS, M. D., Northampton.  
FRANKLIN BONNEY, M. D., Hadley.  
JAMES MADISON BARKER, Pittsfield.  
JOHN B. CLARK, Northampton.  
JOHN C. HAMMOND, Northampton.  
LAURA D. GILL, Northampton.

### **SCHOOL COMMITTEE.**

LEWIS J. DUDLEY, <i>Chairman.</i>	EDWARD B. NIMS,
FRANKLIN CARTER,	JOHN B. CLARK,
WILLIAM P. STRICKLAND,	FRANKLIN BONNEY.

### **FINANCE COMMITTEE.**

HORATIO G. KNIGHT, *Chairman.*  
EDWARD B. NIMS, M. D.  
JOHN C. HAMMOND.

# Officers of the Clarke Institution.

From its Organization to the Present Time.

JULY 15, 1867—OCTOBER 12, 1894.

## PRESIDENTS.

	<i>Elected.</i>	<i>Retired.</i>
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	1883
LEWIS J. DUDLEY,	1883	

## CORPORATORS BY ACT OF INCORPORATION.

	<i>Elect'd.</i>	<i>Ret'd.</i>		<i>Elect'd.</i>	<i>Ret'd.</i>
*OSMYN BAKER,	1867	1875	THEODORE LYMAN,	1867	1868
*WILLIAM ALLEN,	1867	1891	HORATIO G. KNIGHT,	1867	
LEWIS J. DUDLEY,	1867		*JOSEPH A. POND,	1867	1867
JULIUS H. SEELYE,	1867	1887	WILLIAM CLAFLIN,	1867	1873
*GEORGE WALKER,	1867	1876	*JAMES B. CONGDON,	1867	1879
GARDINER G. HUBBARD,	1867		*THOMAS TALBOT,	1867	1885

## CORPORATORS BY ELECTION.

JOSEPH H. CONVERSE,	1868	1870	WM. P. STRICKLAND,	1883	
*JONATHAN H. BUTLER,	1868	1868	FRANKLIN CARTER,	1884	
F. B. SANBORN,	1868		EDWARD B. NIMS,	1885	
*J. HUNTINGTON LYMAN,	1870	1877	*FRANCIS H. DEWEY,	1886	1888
*SAMUEL A. FISKE,	1873	1884	FRANKLIN BONNEY,	1887	
*HENRY WATSON,	1875	1891	*CHARLES MARSH,	1888	1891
*CHARLES DELANO,	1877	1883	JAS. MADISON BARKER,	1889	
EDWARD HITCHCOCK	1877	1887	JOHN B. CLARK,	1891	
JOHN D. LONG,	1880	1883	JOHN C. HAMMOND,	1892	
			LAURA D. GILL,	1894	

## TREASURERS.

OSMYN BAKER,	1867	1869	LAFAYETTE MALTBY,	1869
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## PRINCIPALS.

HARRIET B. ROGERS,	1867	1886	CAROLINE A. YALE,	1886
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## ASSOCIATE PRINCIPALS.

CAROLINE A. YALE,	1873	1886	*ALICE E. WORCESTER,	1886	1889
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## STEWARDS.

HENRY J. BARDWELL,	1870	1883	FREEMAN C. CARVER,	1883
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\*Deceased.

# *Officers and Instructors.*

1894—1895.

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## **PRINCIPAL.**

CAROLINE A. YALE.

## **GRAMMAR DEPARTMENT.**

### **INSTRUCTORS.**

RUTH WITTER,  
KATHERINE FLETCHER,  
MARY A. KATHAN,

ADELLA F. POTTER,  
GRACE L. WRIGHT,  
MARY E. EVERETT,

REBECCA E. SPARROW.

CLARA W. LATHROP, *Special Teacher of Drawing.*

BESSIE S. LATHROP, *Special Teacher of Wood Carving.*

MARY L. ROOT, *Matron.*

### **ATTENDANTS.**

SARAH HASKINS,

LILLIAN C. LENTELL.

## **INTERMEDIATE DEPARTMENT.**

### **INSTRUCTORS.**

FRANCES W. GAWITH, *Teacher in Charge.*

ELLA SCOTT,

CORA BLAIR,

ALICE M. FIELD,

ALICE H. DAMON.

ABBY T. BAKER.

MARY SMITH, *Matron.*

### **ATTENDANTS.**

AMBER ALEXANDER,

ELIZABETH A. CUMMINGS,

BESSIE McLALAN.

## **PRIMARY DEPARTMENT.**

### **INSTRUCTORS.**

JUNE YALE, *Teacher in Charge.*

HANNAH C. WELLS,

HELEN G. THROCKMORTON,

MARIA ROGERS,

ALICE W. ELY.

ADDIE E. PEASE, *Matron.*

### **ATTENDANTS.**

FLORENCE L. HENRY,

KATE A. BOYCE,

ALICE M. BAXTER.

FREEMAN C. CARVER, *Steward.*

NATHAN B. LUCIA, *Master of Cabinet Shop.*

REUBEN ROBINSON, *Farmer and Engineer.*



## REPORT OF THE CORPORATION.

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*To the Massachusetts Board of Education:*

GENTLEMEN: — The year ending August 31st, 1894, brought increased prosperity to the Clarke Institution. It had more pupils than ever before, and was obliged to refuse several applicants from lack of capacity to receive them. A new building will soon be completed which will admit of an addition of at least twenty-five pupils to its Primary Department.

A single case of pneumonia and several of whooping cough, all ending in recovery, constituted the only exceptions to general good health.

The number of pupils instructed was 134; boys, 72; girls, 62; in the Primary Department, 83; in the Grammar Department, 51; boarding pupils, 132; day pupils, 2. The number present at the close of the school year was 131. Of the whole number instructed, 107 were from Massachusetts, 8 from New Hampshire, 7 from Vermont, 2 each from Pennsylvania and Alabama, and 1 each from Connecticut, New York, Ohio, Virginia, Maryland, District of Columbia, Georgia and Minnesota. The number instructed in drawing was 51; in wood carving, 40; and in cabinet work, 28. The older girls received practical instruction in household duties.

At the end of the school year, a single pupil only was regularly graduated, no public exercises being held.

In the class being trained for teaching the oral system, of which an account was given in our last Annual Report, there were 6 members, of whom 2 have taken the places in our school, of teachers withdrawn,

2 are employed in the Wisconsin Institution, 1 in a New York Institution, and the other in instructing a private pupil. Heretofore the instruction of these normal pupils by our Principal and the privileges allowed to them in our class rooms, have been gratuitous, but the growing necessities of our Institution have compelled the establishment of moderate charges. To the very few who can be received as boarders, the charge per year for both board and tuition will be \$100; to others for tuition simply \$50.

Besides a large amount of papering, painting, and other repairs, whereby to preserve the comely aspect and utility of buildings and grounds, some permanent improvements have been made. The large quadrangle bounded on the north by Baker Hall and the new double tenement house, and on the west by the cabinet shop and barn, has been graded and handsomely diversified by concrete walks and grass plats; the forest in the rear of the buildings has been made an attractive resort by the removal of rubbish and undergrowth; and the terrace in the rear of Dudley Hall and Rogers Hall has been broadened, giving prospectively more of beauty and utility to the playground. The steam pipes in most of the buildings have been newly covered by non-radiating material, and the old cooking apparatus in Rogers Hall has been replaced by new and better one.

The school expenses proper during the year, were \$36,071.88. The original Clarke fund remains unimpaired and the income from this and from the remnant of the Reserve Fund not previously expended to enlarge our capacity for pupils, was \$16,533.39, being \$828.05 less than last year. This latter fund was the accumulated savings during former years when a smaller number of pupils called for less outlay, and

amounted at one time to some \$20,000. Additional room for pupils has compelled the expenditure of all but \$208 of this fund.

The new building in process of erection with furniture, will cost the Institution over \$15,000, and will involve that amount of debt, as only the income of the Clarke fund can be used for any purpose whatever. From the first, each state pupil has cost the Institution in current expenses an average of nearly \$100 per year more than it has charged the state.

As the number of Massachusetts pupils last year reached 107, no surplus of income remained for building purposes. From necessity, the charge for state pupils has been raised from \$175 to \$200 per year, whereby it is hoped the debt incurred may be gradually extinguished.

Even this new building will hardly suffice for the constantly increasing number of applicants longer than the current year 1894-5. Herein is to be found a strong appeal to some wealthy friend of the deaf, to secure their benedictions and a monument to himself by the gift of a building which shall enlarge the capacity of the Clarke Institution for future usefulness. That its school is second to none other in the country in the character of instruction given and the results attained is generally conceded. The high reputation it has gained as a successful exponent of the Oral System, is evinced by the number of visitors who come or who are sent from other Institutions to study its methods, and by the many applications for admission to membership in its normal class for teachers.

The current year (1894-5) brings a much larger number of new pupils than any preceding year. The number enrolled is 146, of whom 138 are present. Of



the enrolled there are: boys, 82; girls, 64; in the Primary Department, 29; in the Intermediate, 68; in the Grammar Department, 49.

The vacancy for some time existing in our Board of Corporators, has been filled by the election of Miss Laura D. Gill of Northampton.

For the Corporation,

LEWIS J. DUDLEY, President.

Oct. 10, 1894.

## RECEIPTS AND EXPENDITURES

FOR THE YEAR ENDING AUGUST 31st, 1894.

### RECEIPTS.

Income from Clarke and Reserve Funds,	\$16,533.39
" Street Fund,	98.08
" Lippitt Fund,	74.02
" Green Fund,	20.66
" State of Massachusetts,	17,947.39
" Other States,	2,751.88
" Pupils,	2,687.50
" Farm and Stable,	350.00
" Miscellaneous,	421.45
	<u>\$40,884.37</u>

### EXPENDITURES.

#### CURRENT.

For Groceries and Provisions,	\$ 9,040.00
" Furnishings,	939.85
" Wages,	2,925.36
" Salaries,	14,527.08
" Fuel and Light,	4,405.41
" Repairs,	2,572.98
" Farm and Stable,	318.88
" Cabinet Shop,	1,367.61
" School Incidentals,	287.71
" General Incidentals,	2,630.83
	<u>\$39,015.71</u>

#### SPECIAL.

For Lippitt Prizes,	\$ 40.00
" Building and Improvements,	2,828.07
" Insurance,	416.00
	<u>\$ 3,284.07</u>
	<u>\$42,299.78</u>



## PRINCIPAL'S REPORT.

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*To the Board of Corporators of the Clarke Institution:*

GENTLEMEN:—The school year for which we report—September, 1893, to June, 1894—was in all outward seeming the repetition of previous years. We are glad however, to believe that each year in the life of our school now marks a positive improvement in methods of work and so in the value of results obtained. Our standards of work are higher because each year better methods and longer experience show higher results possible. In no department of educational work has greater advancement been made than in the schools of the class to which our own belongs. That which even twenty-five years ago was considered unattainable is now demanded by all, and the then impossible is the commonplace of today.

The chief aim of work among the deaf under all methods is the giving to them a knowledge of the language of their country—the understanding and use of its everyday language. To be able to *read* and *write* a foreign language may well be considered a fair proof of its practical acquisition. When our deaf children read our English language understandingly and write it intelligibly a new world is opened to them. If, as we believe, the surest way to attain this end is by the constant practice on the part of teacher and pupil of spoken English, we ought to attain for our pupils the best that can be attained under their unfortunate limitations.

The President of your Board has given details in his report to the Board of Education which it is not

necessary to repeat. A few additional items from the record of the year may be of interest to you. The thorough renovation of Clarke Hall, which had been effected during the summer vacation, was a great pleasure alike to pupils and teachers of the Grammar Department. The new floors in library and entrance hall and the re-tinting of wall and ceiling in library and assembly hall or chapel were common cause for rejoicing while each separate school-room had its own special improvement.

In November we found it necessary to make two changes in our corps of Grammar Schoolteachers. Mr. E. S. Thompson, who had been engaged as a substitute teacher, was released to accept a permanent position in the Philadelphia Institution. His place was filled by Miss Helen Throckmorton, a teacher of some years' experience in schools for hearing children. About the same time Miss Laura H. Wild left to pursue farther study. Her place was filled by Miss Mary Everett, a graduate of the Framingham Normal school.

The holidays of a school organized as ours is, both as a home and a school, are indicative of its real spirit. Our first general holiday occurred on Christmas. Each department had its special celebration suited to the ages of the pupils. For the older pupils the attempt was made, in addition to the ordinary celebrations of the day, to show as many as possible of the Christmas observances of other times and other countries. Several gifts from old and new friends of the school made it possible to add greatly to the pleasure of the pupils at this time. The mid-year recess was this year a time of special enjoyment. For some years it has been the custom of the school to omit the observance of all but religious holidays during the school year, and instead take

a week's holiday at the close of the half year in February. At this time teachers are allowed to go away but the pupils all remain at the school under care of the principal and the teachers in charge in each department. The week is one of general merry-making. The older pupils have parties each evening, the younger ones have hours of merry-making under the charge of a teacher in the day time—new games are taught and favorite old ones are repeated. A Japanese day, in which the costumes and customs of that people were shown was an especial delight to the older and middle class pupils. A tableau party planned entirely by pupils of the two higher classes and consisting almost entirely of scenes from Shakespeare was an especial delight to all. For the older pupils skating is often good at this time of year, while coasting and sleigh-riding may be enjoyed by all. This break in the school year—dividing term from term—giving complete change to all, has proved an undoubted good. After this rest a fresh start in school work is made under the most advantageous circumstances.

It has been the custom of the school to graduate pupils but once in two years. No class was to graduate this year. A single pupil, Una Ernestine Spencer, from St. Paul, Minnesota, was graduated on June 19th. The standard of requirement for graduation is one not of number of years in school but of actual work accomplished. The purpose to adhere to this standard may at times lessen the number of graduates, but will improve the quality of the work done and so the value of the diplomas awarded.

Prizes for the year in the Grammar Department in articulation and lip-reading were awarded to Melvin Wheeler, Fred Curtice and William Hall. The prizes

in drawing to Robert Pollak, Arthur Ehlert, George Buckingham and Emily Russell. The prize for the greatest improvement in cabinet work was given to William Williams.

The graduates from the Normal Class were Clara J. Maklem, Margaret J. Stevenson, Edith Brown, Helen J. Andrews and Mary E. Everett. The influence on the school of the presence in it of teachers-in-training has certainly been good. The work of the class room takes on a higher value in the eyes of teacher and pupil alike when counted worthy of observation and imitation by others. While the organization of this Normal class has considerably increased the amount of work to be accomplished during the year, the healthy, hearty spirit of co-operation pervading all departments of the school, has made such work a pleasure. Teachers and pupils alike have been glad to serve those who showed themselves so ready to serve others. We wish here to express the sense of obligation which our school is under to those members of last year's training class who from the opening of the year to its close so identified themselves with every interest of the school as to make their going felt as an actual loss to the school.

At the close of the year Mrs. M. S. Smith retired from our board of teachers. During the two years of her second term of service with us she had proved herself so helpful and earnest and so skillful in her special department—that of Elementary Geography—that the impetus given to that work cannot fail to be felt for years to come.

It will interest you to know that the number of pupils passing from our school into ordinary schools of hearing girls and boys increases yearly—not because of any urgency on our part but as the natural result of

better preparation. Several of our most recent graduates are in attendance at schools for hearing boys and girls. Their own report as well as that of their teachers and friends, indicate that this seems a wise course for each to pursue.

Soon after the close of school in June, the American Association to Promote the Teaching of Speech to the Deaf held its annual meeting in Chautauqua, New York. The meeting was well attended and the general interest in its proceedings was good. The advantages of holding this meeting in proximity to such a gathering as that of the Chautauqua Assembly were felt by all. Prominent educators present as lecturers, teachers in attendance as students as well as students from many schools and colleges became informed in regard to our work as never before. The presence of Helen Keller, the wonderful blind deaf child, with her teacher, added greatly to the interest of this meeting. Despite her blindness and deafness she has through her own marvelous mental powers and the unwearied instruction of her teacher acquired a very remarkable use of both written and spoken English. At this meeting of the Association two papers were by request presented from this school. One was by Miss Katherine Fletcher on "The Work in General History and Literature in the Northampton School." This most admirable paper attracted much attention because of the high literary merit of the paper itself and because of the unusual grade of work detailed therein. Mrs. M. S. Smith also presented an excellent paper on "Oral Work Preparatory to Instruction in Geography," in which she detailed the methods and results of her work in this direction in our Intermediate grades.

With the completion of our new building the



organization of our school will, we believe, be still more effective than it has been. The Primary Department will contain two schools, each numbering twenty-five pupils; the Intermediate Department will number about fifty and the Grammar Department the same. The division of the school into these distinct departments makes it possible to conform the organization of each very closely to the needs of the pupils composing it. Such gain in organization with a continuance of that spirit of devotion on the part of all to the best good of the school—of which the past is ample pledge—will, we are assured, give you, gentlemen of the Corporation, the right to take satisfaction in the work over which you have care.

Respectfully submitted,

CAROLINE A. YALE.

Oct. 10, 1894.

## *Courses of Study.*

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### *Primary Department.*

Exercises for the Cultivation of Sight and Touch.

Articulation.

Writing.

English.

### *Intermediate Department.*

Articulation.

Writing.

English.

Arithmetic — (the four elementary rules).

Geography — (preparatory).

### *Grammar Department.*

Articulation.

English.

Arithmetic.

Geography.

History of the United States.

General History.

Civil Government.

English Literature.

Physical Geography.

Physiology.

Zoology.

Experiments in Natural Philosophy and Chemistry.

Drawing.

Wood Carving.

More advanced work in studies of the Grammar Department with Astronomy, Geology, Botany, Algebra and Geometry, constitute the High Course.

## *Catalogue of Pupils.*

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Alden, Sarah E.	Greenwich.
Atzback, Mary E.	Springfield.
Backus, Howard	Colchester, Conn.
Betters, Mary	Monson.
Blanchard, Louis	Holyoke.
Brooks, Stella M.	Olcott, Vt.
Brown, Sarah J.	Hanover.
Buchanan, M. Eugenie	West Medford.
Buckingham, George	Rutland, Vt.
Callander, Mamie	Fall River.
Camp, Hope	Watertown. N. Y.
Carlin, Willie	Peabody.
Carter, Douglass	Tappahannock, Va.
Chandler, Lizzie M.	Kingston.
Chesbrough, Charles H.	Fitchburg.
Clement, Annie F.	Russell.
Clinton, John F.	Jamaica Plain.
Clinton, William T.	Jamaica Plain.
Cole, Emil H.	Marlboro.
Cowles, Eunice	Westfield.
Cowperthwaite, Emeline J.	Lawrence.
Crowley, Willie	Walpole, N. H.
Cryan, Thomas	Salem.
Cullinane, John E.	Dracut.
Curtice, Fred P.	E. Washington, N. H.
Cusick, J. Frances	Winchester.
Daniels, Harry M	Southbridge.
Day, Harriet M.	Great Barrington.
Dodge, Charles A.	Spencer.
Dowe, Jane	Lawrence.
Dufresne, Josephine	Nashua, N. H.
Dunham, Byron J.	Plainfield.
Eaton, Sadie M.	Revere.

Ehlert, Arthur H	South Lincoln.
Fairbanks, Mabel	Springfield, Vt.
Feehan, Mary	Ware.
Fisher, Edna P.	Cincinnati, O.
Fox, Bert	Westfield.
Geddes, Isabella R.	Barre, Vt.
Gibbons, Thomas	Clinton.
Gifford, Frank H.	Acushnet.
Gilman, Myra	Lakeport, N. H.
Guertin, Ethel	Chicopee.
Hall, William J.	Cambridge.
Harrington, Reuben N.	North Adams.
Heade, Helena	Worcester.
Healey, Kate S.	Hardwick.
Hedge, Robert	Plymouth.
Hodgkins, Stanley	Boston.
Holman, Marsden C.	Augusta, Ga.
Howard, Albert S.	Boston.
Howard, Mortimer	Marlboro.
Hull, George L.	Washington, D. C.
Jelley, Hattie	Claremont, N. H.
Jolley, Kate	Charlestown.
Kane, Michael	Worcester.
Kane, Thomas	Worcester.
Kelley, Frank W.	Lynn.
Kent, George F.	Somerville.
Knox, Clara M.	Springfield.
Kremer, Joseph	Northampton.
Kuhn, Sarah	Pittsburgh, Pa.
Ladam, Margaret	North Adams.
LaPort, Eddie	Olcott, Vt.
Ledoux, Louisa	Chicopee.
LeMay, Mary M.	Brandon, Vt.
Lepine, Mary Anna	Spencer.

## *Catalogue of Pupils.*

Alden, Sarah E.	Greenwich.
Atzback, Mary E.	Springfield.
Backus, Howard	Colchester, Conn.
Betters, Mary	Monson.
Blanchard, Louis	Holyoke.
Brooks, Stella M.	Olcott, Vt.
Brown, Sarah J.	Hanover.
Buchanan, M. Eugenie	West Medford.
Buckingham, George	Rutland, Vt.
Callander, Mamie	Fall River.
Camp, Hope	Watertown. N. Y.
Carlin, Willie	Peabody.
Carter, Douglass	Tappahannock, Va.
Chandler, Lizzie M.	Kingston.
Chesbrough, Charles H.	Fitchburg.
Clement, Annie F.	Russell.
Clinton, John F.	Jamaica Plain.
Clinton, William T.	Jamaica Plain.
Cole, Emil H.	Marlboro.
Cowles, Eunice	Westfield.
Cowperthwaite, Emeline J.	Lawrence.
Crowley, Willie	Walpole, N. H.
Cryan, Thomas	Salem.
Cullinane, John E.	Dracut.
Curtice, Fred P.	E. Washington, N. H.
Cusick, J. Frances	Winchester.
Daniels, Harry M	Southbridge.
Day, Harriet M.	Great Barrington.
Dodge, Charles A.	Spencer.
Dowe, Jane	Lawrence.
Dufresne, Josephine	Nashua, N. H.
Dunham, Byron J.	Plainfield.
Eaton, Sadie M.	Revere.

Ehlert, Arthur H	South Lincoln.
Fairbanks, Mabel	Springfield, Vt.
Feehan, Mary	Ware.
Fisher, Edna P.	Cincinnati, O.
Fox, Bert	Westfield.
Geddes, Isabella R.	Barre, Vt.
Gibbons, Thomas	Clinton.
Gifford, Frank H.	Acushnet.
Gilman, Myra	Lakeport, N. H.
Guertin, Ethel	Chicopee.
Hall, William J.	Cambridge.
Harrington, Reuben N.	North Adams.
Heade, Helena	Worcester.
Healey, Kate S.	Hardwick.
Hedge, Robert	Plymouth.
Hodgkins, Stanley	Boston.
Holman, Marsden C.	Augusta, Ga.
Howard, Albert S.	Boston.
Howard, Mortimer	Marlboro.
Hull, George L.	Washington, D. C.
Jelley, Hattie	Claremont, N. H.
Jolley, Kate	Charlestown.
Kane, Michael	Worcester.
Kane, Thomas	Worcester.
Kelley, Frank W.	Lynn.
Kent, George F.	Somerville.
Knox, Clara M.	Springfield.
Kremer, Joseph	Northampton.
Kuhn, Sarah	Pittsburgh, Pa.
Ladam, Margaret	North Adams.
LaPort, Eddie	Olcott, Vt.
Ledoux, Louisa	Chicopee.
LeMay, Mary M.	Brandon, Vt.
Lepine, Mary Anna	Spencer.

Lenfest, Ella H.	East Cambridge.
Leno, George C.	East Middlebury, Vt.
Lombard, L. Viola	Cambridge.
Lydon, Stephen	Norwood.
Lyman, Jessie E.	E. Northfield.
Macomber, Bertrand P.	Hudson.
Macoun, Joseph	North Adams.
McCarty, James	Marlboro.
McDermott, M. Ella	Lowell.
McMahon, John	Williamstown.
McMahon, Joseph Bennett	Lowell.
Malone, Charles	Wilmington, Del.
Mangold, Theresa M.	Peabody.
Mellen, William H.	South Yarmouth
Mountain, Edna	Springfield.
Mullaney, James	Worcester.
Mullen, Sarah	Boston.
Murray, Augustus	Northampton.
Nichols, Howard	Somerville.
Nickerson, S. Eddie	East Harwich.
Nugent, James A.	Fall River.
Nuttall, Margaret	Lowell.
O'Connell, Joseph	Holyoke.
Peters, Goldie M.	Dalton.
Pollak, Charlotte	Montgomery, Ala.
Pollak, Robert	Montgomery, Ala.
Potter, L. Belle	Groton.
Powers, Fred H.	Northampton.
Powers, Ellen T.	Worcester.
Radcliffe, J. Pierson	Lynn.
Radcliffe, Sarah	Lynn.
Randall, Hattie S.	Dover N. H.
Richter, Arthur F.	Pittsfield.
Robbins, Joseph G.	Millbury.

Robbins, Marion	Millbury.
Robbins, Clinton W.	Millbury.
Robbins, Milton W.	Millbury.
Rossiter, Maggie	Taunton.
Rouse, Aimee M.	Baltimore. Md.
Russell, Emily J.	Worcester.
Scott, Bertha S.	Webster.
Scribner, Howard	New Brighton N. Y.
Sherman, Joseph	Boston.
Slattery, Thomas	North Adams.
Smith, Evart E.	Halifax, Vt.
Smith, Florence	Lawrence.
Spencer, U. Ernestine	St. Paul, Minn.
Stone, Elsie M.	Cambridge.
Sullivan, Daniel	Springfield.
Sullivan, Lizzie	Springfield.
Tebbits, Carrie A.	Greenville, N. H.
Thayer, Frank F.	Brookline, N. H.
Thom, Clara E.	Haverhill.
Todd, Bertha M.	Greenfield.
Trainor, John J.	Pittsfield.
Trainor, James M.	Pittsfield.
Tyler, D. Louis	West Brookfield.
Wallace, Florence	Milford.
Wardwell, Bernice M.	Keene, N. H.
Wells, Frank A.	Greenfield.
Wheeler, Homer C.	Northampton.
Wheeler, Melvin H.	Northampton.
Willard, Jane M.	Fitchburg.
Williams, William M. O.	Bedford.
Winn, Charles F.	Brockton.
Winslow, Alice M.	Lynn.
Young, Ambrose	Chatham.



## PAPERS, PERIODICALS, ETC.

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The following papers have been sent to the Institution gratuitously the past year.

Daily Herald, Northampton, Mass.  
Daily Paper for Our Little People, Rochester, N. Y.  
The Deaf Hawkeye, Council Bluffs, Iowa.  
Deaf Mutes' Journal, New York, N. Y.  
Tablet, Romney, W. Va.  
Maryland Bulletin, Frederick, Md.  
Ohio Chronicle, Columbus, Ohio.  
Lone Star Weekly, Austin, Texas.  
Weekly News, Berkeley, Cal.  
Goodson Gazette, Staunton, Va.  
Kentucky Deaf-Mute, Danville, Ky.  
Colorado Index, Colorado Springs, Colo.  
Companion, Faribault, Minn.  
Silent World, Philadelphia, Pa.  
Kansas Star, Olathe, Kan.  
Nebraska Mute Journal, Omaha, Neb.  
Optic, Little Rock, Ark.  
Philanthropic Index and Review, Kalamazoo, Mich.  
Deaf-Mute Voice, Jackson, Miss.  
New Method for the Deaf, Chicago, Ill.  
Michigan Mirror, Flint, Mich.  
Canadian Mute, Belleville, Ont.  
Institute Herald, St. Augustine, Fla.  
Silent Echo, Winnipeg, Manitoba.  
Washingtonian, Vancouver, B. C.  
Deaf-Mute Advocate, Malone, N. Y.  
Western Pennsylvania, Edgewood Park, Pa.  
Missouri Deaf-Mute Record, Fulton, Mo.  
Louisiana Pelican, Baton Rouge, La.  
Silent Hoosier, Indianapolis, Ind.  
Illinois Idea, Jacksonville, Ill.  
Silent Worker, Trenton, N. J.

Thanks are due Drs. Cooper, Jones and Davenport for treatment of indigent pupils at reduced rates.

## TERMS OF ADMISSION.

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This Institution is a School for the education of children wholly or partially deaf. All instruction is given through speech and lip-reading. The charges per year for state pupils is two hundred dollars ; and for private pupils three hundred dollars and for day pupils sixty-six dollars, payable semi-annually in advance, the first week of each half year. No deduction for absences, except on account of sickness. Massachusetts parents are required to pay nothing but contingent expenses such as those of sickness, travel, clothing, and the like. No State pupil will be allowed to withdraw without weighty reasons to be approved by the School Committee or by the Governor of the Commonwealth. See the law in regard to State pupils on the following page.

In Massachusetts application should be made to the Secretary of the Board of Education, State House, Boston ; in other New England States to the Governor, or to the Secretary of State. Forms of application will be furnished by the Secretary.

There are forty weeks in the school year, with a summer vacation of twelve weeks. Pupils cannot spend the vacation at the Institution. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Tuesday of September. None will be admitted at any other time, unless they are qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

*The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal, each term, for incidental expenses.*

Applications and letters for information must be addressed to Miss Caroline A. Yale, Principal of the Clarke Institution, Northampton, Massachusetts. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Visitors are admitted only on Thursday afternoons, except for special reasons to be approved by the Principal.

# MASSACHUSETTS LAW IN REGARD TO EDUCATION OF DEAF MUTES.

[Chap. 179.]

AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF-MUTES OR DEAF CHILDREN.

*Be it enacted, etc., as follows :*

SECTION 1. With the approval of the board of education the governor may send such deaf-mutes or deaf children as he may deem fit subjects for education, for a term not exceeding ten years in the case of any pupil, to the American Asylum at Hartford, the Clarke Institution for Deaf Mutes at Northampton, or to the Horace Mann School at Boston, or to any other school for deaf-mutes in the Commonwealth, as the parents or guardians may prefer ; and with the approval of the board, he may make at the expense of the Commonwealth, such provisions for the care and education of children who are both deaf-mutes and blind, as he may deem expedient. In the exercise of the discretionary power conferred by this act no distinction shall be made on account of the wealth or poverty of the parents or guardians of such children ; no such pupil shall be withdrawn from such institution or school, except with the consent of the proper authorities thereof, or of the governor, and the sums necessary for the instruction and support for such pupils in such institutions or school, shall be paid by the Commonwealth ; *provided, nevertheless*, that nothing herein contained shall be held to prevent the voluntary payment of the whole or any part of such sum by the parents or guardians of said pupils.

SEC. 2. Section sixteen of chapter forty-one of the Public Statutes and chapter two hundred and forty-one of the acts of the year eighteen hundred and eighty-six are hereby repealed.

SEC. 3. This act shall take effect upon its passage.

Approved April 14, 1887.

[Chap. 226.]

AN ACT TO AMEND AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF MUTES OR  
DEAF CHILDREN.

*Be it enacted, etc., as follows :*

SEC. 1. Upon the request of the parents or guardians, and with the approval of the state board of education, the governor may continue the schooling of meritorious deaf-mutes or deaf children of capacity and promise, beyond the existing limitation of ten years, as provided in chapter two hundred thirty-nine of the acts of the year eighteen hundred and eighty-eight, when such pupils are properly recommended therefor by the principal or other chief officer of the school or which they are members.

SEC. 2. This act shall take effect upon its passage.

Approved April 8, 1889.

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TWENTY-EIGHTH  
ANNUAL REPORT

OF THE

Clarke Institution for Deaf-Mutes

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending August 31, 1895.

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NORTHAMPTON, MASS.:  
PRESS OF GAZETTE PRINTING CO.  
1895.





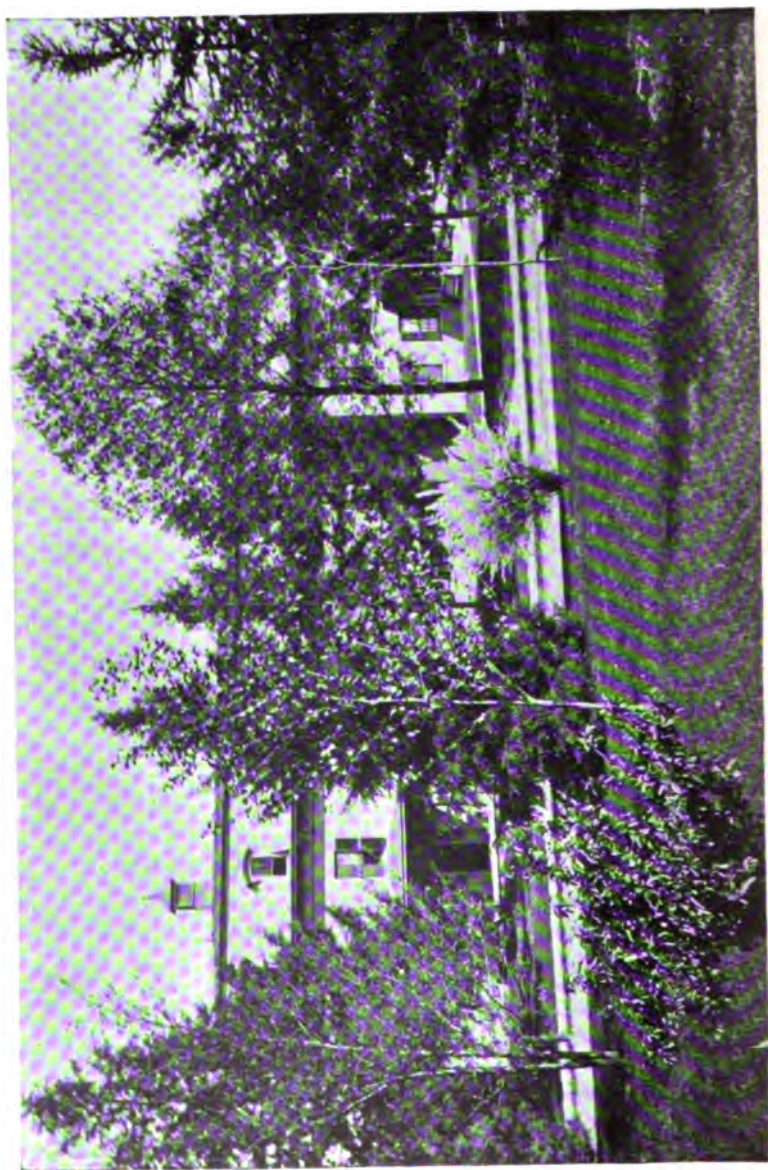






Lenfest, Ella H.	East Cambridge.
Leno, George C.	East Middlebury, Vt.
Lombard, L. Viola	Cambridge.
Lydon, Stephen	Norwood.
Lyman, Jessie E.	E. Northfield.
Macomber, Bertrand P.	Hudson.
Macoun, Joseph	North Adams.
McCarty, James	Marlboro.
McDermott, M. Ella	Lowell.
McMahon, John	Williamstown.
McMahon, Joseph Bennett	Lowell.
Malone, Charles	Wilmington, Del.
Mangold, Theresa M.	Peabody.
Mellen, William H.	South Yarmouth
Mountain, Edna	Springfield.
Mullaney, James	Worcester.
Mullen, Sarah	Boston.
Murray, Augustus	Northampton.
Nichols, Howard	Somerville.
Nickerson, S. Eddie	East Harwich.
Nugent, James A.	Fall River.
Nuttall, Margaret	Lowell.
O'Connell, Joseph	Holyoke.
Peters, Goldie M.	Dalton.
Pollak, Charlotte	Montgomery, Ala.
Pollak, Robert	Montgomery, Ala.
Potter, L. Belle	Groton.
Powers, Fred H.	Northampton.
Powers, Ellen T.	Worcester.
Radcliffe, J. Pierson	Lynn.
Radcliffe, Sarah	Lynn.
Randall, Hattie S.	Dover N. H.
Richter, Arthur F.	Pittsfield.
Robbins, Joseph G.	Millbury.

Robbins, Marion	Millbury.
Robbins, Clinton W.	Millbury.
Robbins, Milton W.	Millbury.
Rossiter, Maggie	Taunton.
Rouse, Aimee M.	Baltimore. Md.
Russell, Emily J.	Worcester.
Scott, Bertha S.	Webster.
Scribner, Howard	New Brighton N. Y.
Sherman, Joseph	Boston.
Slattery, Thomas	North Adams.
Smith, Evart E.	Halifax, Vt.
Smith, Florence	Lawrence.
Spencer, U. Ernestine	St. Paul, Minn.
Stone, Elsie M.	Cambridge.
Sullivan, Daniel	Springfield.
Sullivan, Lizzie	Springfield.
Tebbits, Carrie A.	Greenville, N. H.
Thayer, Frank F.	Brookline, N. H.
Thom, Clara E.	Haverhill.
Todd, Bertha M.	Greenfield.
Trainor, John J.	Pittsfield.
Trainor, James M.	Pittsfield.
Tyler, D. Louis	West Brookfield.
Wallace, Florence	Milford.
Wardwell, Bernice M.	Keene, N. H.
Wells, Frank A.	Greenfield.
Wheeler, Homer C.	Northampton.
Wheeler, Melvin H.	Northampton.
Willard, Jane M.	Fitchburg.
Williams, William M. ( ).	Bedford.
Winn, Charles F.	Brockton.
Winslow, Alice M.	Lynn.
Young, Ambrose	Chatham.



ROGERS HALL.





BAKER HALL.

- - - - -



DUDLEY HALL.

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# Officers of the Clarke Institution

From its Organization to the Present Time.

JULY 15, 1867—OCTOBER 12, 1896.

## PRESIDENTS.

	<i>Elected.</i>	<i>Retired.</i>
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	1883
LEWIS J. DUDLEY,	1883	

## CORPORATORS BY ACT OF INCORPORATION.

	<i>Elect'd</i>	<i>Ret'd.</i>		<i>Elect'd.</i>	<i>Ret'd.</i>
*OSMYN BAKER,	1867	1875	THEODORE LYMAN,	1867	1868
*WILLIAM ALLEN,	1867	1891	*HORATIO G. KNIGHT,	1867	
LEWIS J. DUDLEY,	1867		*JOSEPH A. POND,	1867	1867
*JULIUS H. SEELYE,	1867	1887	WILLIAM CLAPLIN,	1867	1873
*GEORGE WALKER,	1867	1876	*JAMES B. CONGDON,	1867	1879
GARDINER G. HUBBARD,	1867		*THOMAS TALBOT,	1867	1885

## CORPORATORS BY ELECTION.

JOSEPH H. CONVERSE,	1868	1870	WM. P. STRICKLAND,	1883	
*JONATHAN H. BUTLER,	1868	1868	FRANKLIN CARTER,	1884	
F. B. SANBORN,	1868		EDWARD B. NIMS,	1885	
*J. HUNTINGTON LYMAN,	1870	1877	*FRANCIS H. DEWEY,	1886	1888
*SAMUEL A. FISKE,	1873	1884	FRANKLIN BONNEY,	1887	
*HENRY WATSON,	1875	1891	*CHARLES MARSH,	1888	1891
*CHARLES DELANO,	1877	1883	JAS. MADISON BARKER,	1889	
EDWARD HITCHCOCK,	1877	1887	JOHN B. CLARK,	1891	
JOHN D. LONG,	1880	1883	JOHN C. HAMMOND,	1892	
			LAURA D. GILL,	1894	

## TREASURERS.

OSMYN BAKER,	1867	1869	LAFAYETTE MALTBY,	1869	
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## PRINCIPALS.

HARRIET B. ROGERS,	1867	1886	CAROLINE A. YALE,	1886	
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## ASSOCIATE PRINCIPALS.

CAROLINE A. YALE,	1873	1886	*ALICE E. WORCESTER,	1886	1889
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## STEWARDS.

HENRY J. BARDWELL,	1870	1883	FREEMAN C. CARVER,	1883	
--------------------	------	------	--------------------	------	--

\*Deceased.

# Officers and Instructors, 1895-96.

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## PRINCIPAL.

CAROLINE A. YALE.

## GRAMMAR DEPARTMENT.

### INSTRUCTORS.

RUTH WITTER, ADELLA F. POTTER,  
KATHERINE FLETCHER, GRACE L. WRIGHT,  
MARY A. KATHAN, MARY E. EVERETT.

CLARA W. LATHROP, Special Teacher of Drawing.

BESSIE S. LATHROP, Special Teacher of Wood Carving.

MARY L. ROOT, Matron.

SARAH HASKINS, Attendant. LILLIAN C. LENTELL, Attendant.

## INTERMEDIATE DEPARTMENT.

### INSTRUCTORS.

FRANCES W. GAWITH, Teacher in Charge.

ALICE M. FIELD, CORA L. BLAIR,  
ABBY T. BAKER, ALICE H. DAMON.

CAROLINE E. BLODGETT.

MARY SMITH, Matron.

AMBER ALEXANDER, Attendant.

ELIZABETH A. CUMMINGS, Attendant.

BERTHA M. AMES, Attendant.

## PRIMARY DEPARTMENT.

### INSTRUCTORS.

BESSIE N. LEONARD, Teacher in Charge.

HANNAH C. WELLS, HELEN THROCKMORTON,  
MARIA ROGERS, ALICE W. ELY,

JULIA E. GROSVENOR.

ADDIE E. PEASE, Matron.

KATE A. BOYCE, Attendant. JOSIE N. HENRY, Attendant.

FLORENCE L. HENRY, Attendant. JENNIE M. ROGERS, Attendant.

FREEMAN C. CARVER, Steward.

NATHAN B. LUCIA, Master of Cabinet Shop.

REUBEN ROBINSON, Farmer and Engineer.



## Report of the Corporation.

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### *To the Massachusetts Board of Education :*

GENTLEMEN :—Continued success and increased patronage of the Clarke Institution characterized the year which ended August 31st, 1895. The number of pupils enrolled was 149, and the number actually instructed was 147 ; boys 84, girls 63 ; in the Primary Department 46 ; in the Intermediate Department 50 ; and in the Grammar Department 51 ; boarding pupils 145, day pupils 2. The number present at the close of the school year was 141. Besides the regular studies pursued by all, 35 were instructed in wood carving ; 28 in drawing ; 21 in cabinet work ; and the older girls received some training in household duties.

Of the whole number of pupils, 114 were from Massachusetts ; 8 from Vermont ; 12 from New Hampshire ; 2 each from Pennsylvania and Alabama ; and 1 each from Connecticut, New York, New Jersey, Ohio, Virginia, Delaware, Washington, D. C., Georgia and Missouri. The average current outlay for each pupil was \$277, while the receipts for each of 138 pupils were but \$200, \$77 less than cost. Only 13 of the 147 fully remunerated the Institution.

With slight exceptions, good health prevailed in the Grammar and Intermediate Departments, but in the Primary Department there were four cases of scarlet fever and three of pneumonia, none of them fatal. The fact that each of our departments is an independent establishment, separate from the others in the matter of dormitories, dining-room, school-rooms, and play-grounds, prevents contagious disease in any one department from per-

vading the whole Institution. But a sad casualty occurred early in the school year. On the 2d of October, a pupil from Boston, aged fifteen, while walking on the railroad track just east of Ware Village, was overtaken by a train and instantly killed.

At the close of the school year, seven pupils were graduated. Exercises were held as public as the limited capacity of our largest hall would permit. On this occasion an address was delivered by Hon. Gardiner G. Hubbard, of Washington, D. C., the first president of the Institution.

In the class denominated Teachers in Training, there were ten members. Of these, three have been retained as regular instructors in our own school, five have been employed in as many states of the Union, one in Montreal and one in New Brunswick.

The capacity of the Primary Department has been more than doubled by a new, handsome and commodious building, for which a debt of \$11,202.09 has been incurred. It was occupied during the last half of the school year. Another building is greatly needed, which shall contain a spacious hall for public occasions, a library room, a gymnasium, and class-rooms; but the Institution has no means of erecting such a building without unwarrantably increasing its indebtedness, as only the income of its fund can be used for any purpose whatever, and the whole of this income soon will be, if it is not now, required for current expenses.

This fund remains unimpaired, and the proceeds thereof for the year were \$15,912.55, less by \$620.84 than last year. There is an annual lessening of the income of the fund, as the new investments which replace old ones, must needs be at lower rates of interest than were those which have expired.

The school expenses proper were for the year \$40,728.03. In addition to ordinary repairs, external and internal, which have been extensive, and have been reckoned as current expenses, no small sum has been expended in grading and beautifying the grounds and in other permanent improvements.

The corporate name under which the Clarke School was chartered, though an improvement upon the then universal nomenclature of such schools, fails to designate with precision its true character. It involves the implication that this school is something more, or other, than a school. The word "Institution" has such a multitude of applications as to be devoid of specific meaning in itself, and, for all that the language implies, an Institution for Deaf-Mutes may be an asylum for the speechless of any age, and not a school at all. More than this, our school is not limited to mutes. It is intended for juveniles who had acquired speech before loss of hearing, but who are disqualified for attendance at our public schools; and none of our pupils continue to be mutes long after admission. For these reasons, a petition by this Corporation was presented to the last Legislature for a change of corporate name to that of Clarke School for the Deaf. This petition, from the lateness of its presentation, was referred to the next General Court, before which it will be pressed. No good reason can be given why the deaf should be humiliated by an unnecessary parade of their infirmities in the very names of the schools to which they are sent, or by anything peculiar in the designation of their schools.

The number enrolled for the current year (1895-6) is 150, of whom 145 are present. Of the enrolled there are, boys 81, girls 69; in the Primary Department 56; in the Intermediate Department 52; and in the Grammar Department 42.

For the Corporation,

LEWIS J. DUDLEY, PRESIDENT.

October 9th, 1895.

Since the foregoing Report was adopted at the annual meeting of the Corporation, Oct. 9th, the Institution has met a sad loss in the death of one of its best friends and most devoted officials, Ex-Lieut.-Governor, Horatio G. Knight, of Easthampton. He was made a member of our

Board by the Act of Incorporation in 1867, has contributed largely to our financial prosperity by acting as chairman of our Finance Committee for some twenty-five years, and has been one of our two Vice-Presidents for the last five years. He could always be relied upon to hold his private interests in abeyance in order to attend the meetings of our Board and to promote the interests of the Clarke Institution. He will long be remembered by his fellow corporators, and the vacancy caused by his death will not be easily filled. For the Corporation,

LEWIS J. DUDLEY, PRESIDENT.

November 14th, 1895.

## RECEIPTS AND EXPENDITURES

FOR THE YEAR ENDING AUGUST 31st, 1895.

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### RECEIPTS.

#### Income from :

Clarke and Reserve Funds,	\$15,912.55
Street Fund,	102.04
Lippitt Fund,	75.40
Green Fund,	21.50
State of Massachusetts,	22,028.57
Other States,	3,900.00
Pupils,	3,316.08
Farm and Stable,	300.00
Miscellaneous,	626.43
	<hr/>
	\$46,282.57

### EXPENDITURES.

#### CURRENT.

For Groceries and Provisions,	\$10,243.38
Furnishings,	1,685.99
Wages,	3,799.19
Salaries,	15,828.37
Fuel and Light,	4,920.01
Repairs,	2,510.24
Farm and Stable,	346.02
Cabinet Shop,	1,221.45
School Incidentals,	374 32
General Incidentals,	1,208.30
	<hr/>
	\$42,137.27

#### SPECIAL.

For Lippitt Prizes,	\$ 35.00
Building and Improvements,	18,044.75
Insurance,	239.00
	<hr/>
	\$18,318.75
	<hr/>
	\$60,456.02





## Principal's Report.

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*To the Board of Corporators of the Clarke Institution :*

GENTLEMEN :—We herewith report for the school year ending June 21st, 1895. The number of pupils under instruction in our school was larger than at any previous time in its history, 149 being enrolled. The annual growth in numbers of the school has been, from its organization, very nearly uniform. There have been years when a much more rapid increase would have been possible, but it has been deemed unwise to admit a larger number of little children any year than could be well taught in one or two beginning classes. During the past year each of the three departments of the school has numbered about fifty—the Primary being sub-divided into two sections of twenty-five each. The completion of Dudley Hall in February gave us ample accommodation for our Primary Department. The new building is three stories above a well lighted basement. In the basement are the dining-rooms and kitchen ; on the ground floor school-rooms and public rooms ; on the second and third floors sleeping-rooms for teachers, attendants and pupils. A large play-room occupies nearly the entire attic floor. The basement room in the old part of Dudley Hall, which was used as a dining-room, now serves as a play-room for the pupils occupying that part of the building. The arrangement of the building has thus far proved very satisfactory.

June 17th was our Public Day. At ten o'clock on that morning all the class-rooms of the three departments were open to guests. For an hour all the classes were engaged

in recitation. At eleven o'clock the school and its guests gathered in the assembly-room in Clarke Hall for the special Graduation Exercises. An address was delivered by Hon. Gardiner Green Hubbard of Washington, D. C.—the first president of your honorable board. Following this address was the presentation of diplomas to the graduating class, which numbered seven:—Mary Elizabeth Atzback, Fred Philbrick Curtis, Bertrand Parker Macomber, Charlotte Leah Pollak, Robert Raphael Pollak, Homer Charles Wheeler, Melvin Hoyt Wheeler. No class graduated from our school ever carried away with it so wide a knowledge of General History and Literature as this class; while in elementary science work, in Arithmetic and Algebra, their attainments were very satisfactory. The recitations and essays of this class on their graduation day showed an unusual familiarity with the leading facts of ancient and modern history, a knowledge of books and authors, and a general intellectual development the more gratifying when it is taken into account that five of the members of this class had acquired all understanding and use of language after entering upon school life.

The five pupils just mentioned are all attending schools with hearing boys and girls, pursuing farther courses of study. Of the seventeen latest graduates of our school, eleven have studied in ordinary schools with hearing young men and women—one of these has just entered upon his third year in a high school, and one after having graduated at a technical school, has entered Columbia University. That all deaf children can do as these have done, we do not claim; that the number who can do it will increase from year to year as methods of instruction in schools for the deaf improve, we may confidently expect.

Although the policy of our school has from the first been to place the greater emphasis upon the work of the school-room, we have not been unmindful of the tendency of educators to emphasize manual training. The kindergarten occupations of the Primary, the \*knife work of the Inter-

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\* The method employed is that adopted in the public schools of Northampton and known as "Woodwork in the Common School," by Rev. F. A. Hinckley.

mediate, as well as the cabinet work, wood carving and sewing of the Grammar School are all evidences of this. The amount and quality of the work accomplished during the year in the wood carving class and in the cabinet shop was in advance of that of any previous year.

Each department of our school has this year suffered the loss of a teacher of experience and ability. Miss June Yale, Teacher-in-Charge of the Primary Department, left in April, her marriage taking place a month later. Miss Rebecca E. Sparrow and Miss Ella Scott left at the close of the year, Miss Sparrow to enter the Rhode Island School for the Deaf at Providence, and Miss Scott the Whipple Home School at Mystic, Conn. Such losses as these are the greatest any school can sustain. Such gifts, as these years of skilful, loyal service, constitute the best wealth of any school. Miss Bessie N. Leonard was appointed Teacher-in-Charge in Dudley Hall, and assumed the duties of that position immediately on Miss Yale's going. Miss Leonard came to us from the Wright-Humason School in New York. She was familiar with our methods of work, and in addition she was so familiar by training and experience with kindergarten principles and methods that she is prepared to give us intelligent aid in the application of these methods to our own work.

The amount of time which can wisely be devoted to kindergarten occupations with pupils as old as those entering the majority of our schools for the deaf, is a subject deserving most careful consideration. Exercises for the cultivation of sight and touch may no doubt wisely form a part of the training preparatory to the acquisition of the forms of written and spoken language, but beyond exercises selected with this specific purpose in view, we gravely question the advisability of lessening the time which might otherwise be devoted to the direct acquisition of language by the introduction of further kindergarten occupations or exercises. These may however prove of great value as a means of wise occupation in hours unoccupied by regular school work.

The class of Teachers-in-Training of the past year was the largest yet admitted, numbering ten. Of these, three remained in our own school—Miss Alice W. Ely, Miss Cora L. Blair, Miss Alice H. Damon. The remaining seven—Miss Frances Hancock, Miss Martha C. Kincaide, Miss Margaret P. Hinkley, Miss Sibelle King, Mr. Carlton W. Taylor, Miss Mary D. Tilson, Miss Irene Woodbridge, are now engaged in teaching in schools for the deaf in this country and Canada. The large number of applicants each year for admission to this class and the increasing demand for teachers under the oral method, makes it seem advisable to continue, at least for the present, our work in this direction. For special reasons we have thought it wise not to enter so large a class for the present year.

A general Convention of Instructors of the Deaf was held in July last, in Flint, Michigan. No representative of this school was present.

Any success which may have been obtained during the past year has been as always the direct result of the ability and earnest devotion of the board of instructors and of the spirit of harmony and fidelity which has pervaded every department of the Institution under your care.

Respectfully submitted,

CAROLINE A. YALE.

October 9, 1895.

## Courses of Study.

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### *Primary Department.*

Exercises for the Cultivation of Sight and Touch.  
Articulation.  
Writing.  
English.

### *Intermediate Department.*

Articulation.  
Writing.  
English.  
Arithmetic—(the four elementary rules).  
Geography—(preparatory).

### *Grammar Department.*

Articulation.  
English.  
Arithmetic.  
Geography.  
History of the United States.  
General History.  
Civil Government.  
English Literature.  
Physical Geography.  
Physiology.  
Zoology.  
Experiments in Natural Philosophy and Chemistry.  
Drawing.  
Wood Carving.

More advanced work in studies of the Grammar Department with Astronomy, Geology, Botany, Algebra and Geometry, constitute the High Course.

## Catalogue of Pupils.

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Alden, Sarah E.	Greenwich.
Atzback, Mary E.	Springfield.
Backus, Howard	Colchester, Conn.
Ball, Amos E.	Somersworth, N. H.
Bass, Fannie L.	West Randolph, Vt.
Bishop, Ethel	Lynn.
Blanchard, Louis	Holyoke.
Braithwaite, Edward A.	Lawrence.
Bray, John G.	Rockport.
Brooks, Stella M.	Olcott, Vt.
Brown, Sarah J.	Hanover.
Buchanan, M. Eugenie	West Medford.
Buckingham, George	Rutland, Vt.
Callander, Mamie	Fall River.
Camp, Hope	Watertown, N. Y.
Carlin, Willie	Peabody.
Carter, Douglass	Tappahannock, Va.
Chandler, Lizzie M.	Kingston.
Chesbrough, Charles H.	Fitchburg.
Clark, Olive	Boston.
Clinton, John F.	Jamaica Plain.
Clinton, William T.	Jamaica Plain.
Cole, Emil H.	Marlboro.
Colegrove, Theodore J.	Passaic, N. J.
Corey, Harry	Oxford.
Corey, Paul	Oxford.
Cowles, Eunice	Westfield.
Cowperthwaite, Emeline J.	Lawrence.
Crowley, Willie	Walpole, N. H.
Cryan, Thomas	Salem.

Cullinane, John E.	Dracut.
Curtice, Frederick P.	E. Washington, N. H.
Cusick, J. Frances .	Winchester.
Danforth, Hazell	Spencer.
Daniels, Harry M.	Southbridge.
Day, Harriet M.	Great Barrington.
Desmerais, Milia	Nashua, N. H.
Dodge, Charles A.	Spencer.
Dowe, Jane	Lawrence.
Dufresue, Josephine	Nashua, N. H.
Dunham, Byron J.	Plainfield.
Dupont, Arthur	Hudson.
Eaton, Sadie M.	Revere.
Ehlert, Arthur H.	South Lincoln.
Fairbanks, Mabel	Springfield, Vt.
Feehan, Mary	Ware.
Fisher, Edna P.	Cincinnati, O.
Fox, Kate E.	Boston.
Geddes, Isabella R.	Barre, Vt.
Gibbons, Thomas	Clinton.
Gifford, Frank H.	Acushnet.
Gilman, Myra	Lakeport, N. H.
Goddard, Mary C.	Spencer.
Guertin, Ethel M.	Chicopee.
Hall, William J.	Cambridge.
Harrington, Reuben N.	North Adams.
Harris, Philip	Northampton.
Heade, Helena	Worcester.
Healey, Kate S.	Hardwick.
Hedge, Robert	Plymouth.
Hiley, George E.	Lawrence.
Hodgkins, Stanley	Boston.
Holman, Marsden C.	Augusta, Ga.
Howard, Albert S.	Boston.
Howard, Mortimer	Marlboro.
Hull, George L.	Washington, D. C.
Jelley, Hattie	Claremont, N. H.
Jolley, Kate	Charlestown.
Kane, Michael	Worcester.



Kane, Thomas	Worcester.
Kelley, Frank W.	Lynn.
Kent, George F.	Somerville.
Knox, Clara M.	Springfield.
Kremer, Joseph	Northampton.
Kuhn, Sarah	Pittsburgh, Pa.
Ladam, Margaret	North Adams.
Lander, Frank	Burlington, Vt.
Ledoux, Louisa	Chicopee.
LeMay, Mary M.	Brandon, Vt.
Lepine, Mary Anna	Spencer.
Lenfest, Ella H.	East Cambridge.
Leno, George C.	East Middlebury, Vt.
Lombard, L. Viola	Cambridge.
Lydon, Stephen	Norwood.
Lyman, Jesse E.	E. Northfield.
Macomber, Bertrand P.	Hudson.
Macoun, Joseph	North Adams.
McCarty, James	Marlboro.
McDermott, M. Etta	Lowell.
McMahon, Joseph Bennett	Lowell.
Malone, Charles	Wilmington, Del.
Mangold, Theresa M.	Peabody.
Marston, Ruth	Roxbury.
Mellen, William H.	South Yarmouth.
Moore, Annie	Revere
Mullaney, James	Worcester.
Mullen, Sarah	Boston.
Murray, Augustus	Northampton.
Nichols, Howard	Somerville.
Nickerson, S. Eddie	East Harwich.
Nugent, James A.	Fall River.
Nuttall, Margaret	Lowell.
O'Connell, Joseph	Holyoke.
Peters, Goldie M.	Dalton.
Pollak, Charlotte	Montgomery, Ala.
Pollak, Robert	Montgomery, Ala.
Potter, L. Belle	Groton.
Powers, Fred H.	Northampton.

Radcliffe, Sara	Lynn.
Randall, Hattie S.	Dover, N. H.
Richter, Arthur F.	Pittsfield.
Robbins, Joseph G.	Millbury.
Robbins, Marion	Millbury.
Robbins, Clinton W.	Millbury.
Robbins, Milton W.	Millbury.
Rossiter, Maggie	Taunton.
Scott, Bertha S.	Webster.
Scribner, Howard	Philadelphia, Pa.
Slattery, Thomas	North Adams.
Slee, Harry Hey	Lawrence.
Smith, Evart E.	Greenfield.
Smith, Florence	Lawrence.
Stone, Elsie M.	Cambridge.
Sullivan, Daniel	Springfield.
Sullivan, Lizzie	Springfield.
Tebbits, Carrie A.	Greenville, N. H.
Thayer, Frank F.	Brookline, N. H.
Thibault, Henry	Spencer.
Thom, Clara E.	Haverhill.
Thomas, Perley	Athol.
Todd, Bertha M.	Greenfield.
Trainor, John J.	Pittsfield.
Trainor, James M.	Pittsfield.
Trowt, Charles F.	Beverley.
Tyler, D. Louis	West Brookfield.
Vance, Ervin	Franklin, N. H.
Verner, Ludovic	Spencer.
Wallace, Florence	Milford.
Wardwell, Bernice M.	Keene, N. H.
Wells, Frank A.	Greenfield.
Wheeler, Homer C.	Northampton.
Wheeler, Melvin H.	Northampton.
Williams, Robert	Amherst.
Winn, Charles F.	Brockton.
Winslow, Alice M.	Lynn.
Young, Ambrose	Chatham.

Kane, Thomas	Worcester.
Kelley, Frank W.	Lynn.
Kent, George F.	Somerville.
Knox, Clara M.	Springfield.
Kremer, Joseph	Northampton.
Kuhn, Sarah	Pittsburgh, Pa.
Ladam, Margaret	North Adams.
Lander, Frank	Burlington, Vt.
Ledoux, Louisa	Chicopee.
LeMay, Mary M.	Brandon, Vt.
Lepine, Mary Anna	Spencer.
Lenfest, Ella H.	East Cambridge.
Leno, George C.	East Middlebury, Vt.
Lombard, L. Viola	Cambridge.
Lydon, Stephen	Norwood.
Lyman, Jesse E.	E. Northfield.
Macomber, Bertrand P.	Hudson.
Macoun, Joseph	North Adams.
McCarty, James	Marlboro.
McDermott, M. Etta	Lowell.
McMahon, Joseph Bennett	Lowell.
Malone, Charles	Wilmington, Del.
Mangold, Theresa M.	Peabody.
Marston, Ruth	Roxbury.
Mellen, William H.	South Yarmouth.
Moore, Annie	Revere
Mullaney, James	Worcester.
Mullen, Sarah	Boston.
Murray, Augustus	Northampton.
Nichols, Howard	Somerville.
Nickerson, S. Eddie	East Harwich.
Nugent, James A.	Fall River.
Nuttall, Margaret	Lowell.
O'Connell, Joseph	Holyoke.
Peters, Goldie M.	Dalton.
Pollak, Charlotte	Montgomery, Ala.
Pollak, Robert	Montgomery, Ala.
Potter, L. Belle	Groton.
Powers, Fred H.	Northampton.

Radcliffe, Sara	Lynn.
Randall, Hattie S.	Dover, N. H.
Richter, Arthur F.	Pittsfield.
Robbins, Joseph G.	Millbury.
Robbins, Marion	Millbury.
Robbins, Clinton W.	Millbury.
Robbins, Milton W.	Millbury.
Rossiter, Maggie	Taunton.
Scott, Bertha S.	Webster.
Scribner, Howard	Philadelphia, Pa.
Slattery, Thomas	North Adams.
Slee, Harry Hey	Lawrence.
Smith, Evart E.	Greenfield.
Smith, Florence	Lawrence.
Stone, Elsie M.	Cambridge.
Sullivan, Daniel	Springfield.
Sullivan, Lizzie	Springfield.
Tebbitts, Carrie A.	Greenville, N. H.
Thayer, Frank F.	Brookline, N. H.
Thibault, Henry	Spencer.
Thom, Clara E.	Haverhill.
Thomas, Perley	Athol.
Todd, Bertha M.	Greenfield.
Trainor, John J.	Pittsfield.
Trainor, James M.	Pittsfield.
Trowt, Charles F.	Beverly.
Tyler, D. Louis	West Brookfield.
Vance, Ervin	Franklin, N. H.
Verner, Ludovic	Spencer.
Wallace, Florence	Milford.
Wardwell, Bernice M.	Keene, N. H.
Wells, Frank A.	Greenfield.
Wheeler, Homer C.	Northampton.
Wheeler, Melvin H.	Northampton.
Williams, Robert	Amherst.
Winn, Charles F.	Brockton.
Winslow, Alice M.	Lynn.
Young, Ambrose	Chatham.

## TERMS OF ADMISSION.

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This Institution is a School for the education of children wholly or partially deaf. All instruction is given through speech and lip-reading. The charge per year for state pupils is two hundred dollars; for private pupils three hundred dollars and for day pupils sixty-six dollars, payable semi-annually in advance, the first week of each half year. No deduction for absences, except on account of sickness. Massachusetts parents are required to pay nothing but contingent expenses such as those of sickness, travel, clothing, and the like. No State pupil will be allowed to withdraw without weighty reasons to be approved by the School Committee or by the Governor of the Commonwealth. See the law in regard to state pupils on the following page.

In Massachusetts, application should be made to the Secretary of the Board of Education, State House, Boston; in other New England States, to the Governor, or to the Secretary of State. Forms of application will be furnished by the Secretary.

There are forty weeks in the school year, with a summer vacation of twelve weeks. Pupils cannot spend the vacation at the Institution. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Tuesday of September. None will be admitted at any other time, unless they are qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

*The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal, each term, for incidental expenses.*

Applications and letters for information must be addressed to Miss Caroline A. Yale, Principal of the Clarke Institution, Northampton, Massachusetts. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Visitors are admitted only on Thursday afternoons, except for special reasons to be approved by the Principal.

## Massachusetts Law in regard to the Education of Deaf Mutes.

[Chap. 179.]

### AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF-MUTES OR DEAF CHILDREN.

*Be it enacted, etc., as follows :*

SECTION 1. With the approval of the board of education, the governor may send such deaf-mutes or deaf children as he may deem fit subjects for education, for a term not exceeding ten years in the case of any pupil, to the American Asylum at Hartford, the Clarke Institution for Deaf Mutes at Northampton, or to the Horace Mann School at Boston, or to any other school for deaf-mutes in the Commonwealth, as the parents or guardians may prefer ; and with the approval of the board, he may make at the expense of the Commonwealth, such provisions for the care and education of children who are both deaf-mutes and blind, as he may deem expedient. In the exercise of the discretionary power conferred by this act no distinction shall be made on account of the wealth or poverty of the parents or guardians of such children ; no such pupil shall be withdrawn from such institution or school, except with the consent of the proper authorities thereof, or of the governor, and the sums necessary for the instruction and support for such pupils in such institutions or school, shall be paid by the Commonwealth ; *provided, nevertheless*, that nothing herein contained shall be held to prevent the voluntary payment of the whole or any part of such sum by the parents or guardians of said pupils.

SEC. 2. Section sixteen of chapter forty-one of the Public Statutes and chapter two hundred and forty-one of the acts of the year eighteen hundred and eighty-six are hereby repealed.

SEC. 3. This act shall take effect upon its passage.

Approved April 14, 1887.

[Chap. 226.]

### AN ACT TO AMEND AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF-MUTES OR DEAF CHILDREN.

*Be it enacted, etc., as follows :*

SEC. 1. Upon the request of the parents or guardians, and with the approval of the state board of education, the governor may continue the schooling of meritorious deaf-mutes or deaf children of capacity and promise, beyond the existing limitation of ten years, as provided in chapter two hundred thirty-nine of the acts of the year eighteen hundred and eighty-eight, when such pupils are properly recommended therefor by the principal or other chief officer of the school of which they are members.

SEC. 2. This act shall take effect upon its passage.

Approved April 8, 1889.



561  
43  
37

TWENTY-NINTH  
ANNUAL REPORT

OF THE

Clarke School for the Deaf

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending August 31, 1896.



NORTHAMPTON, MASS.:  
PRESS OF GAZETTE PRINTING CO.  
1896.









ROGERS HALL.



BAKER HALL.



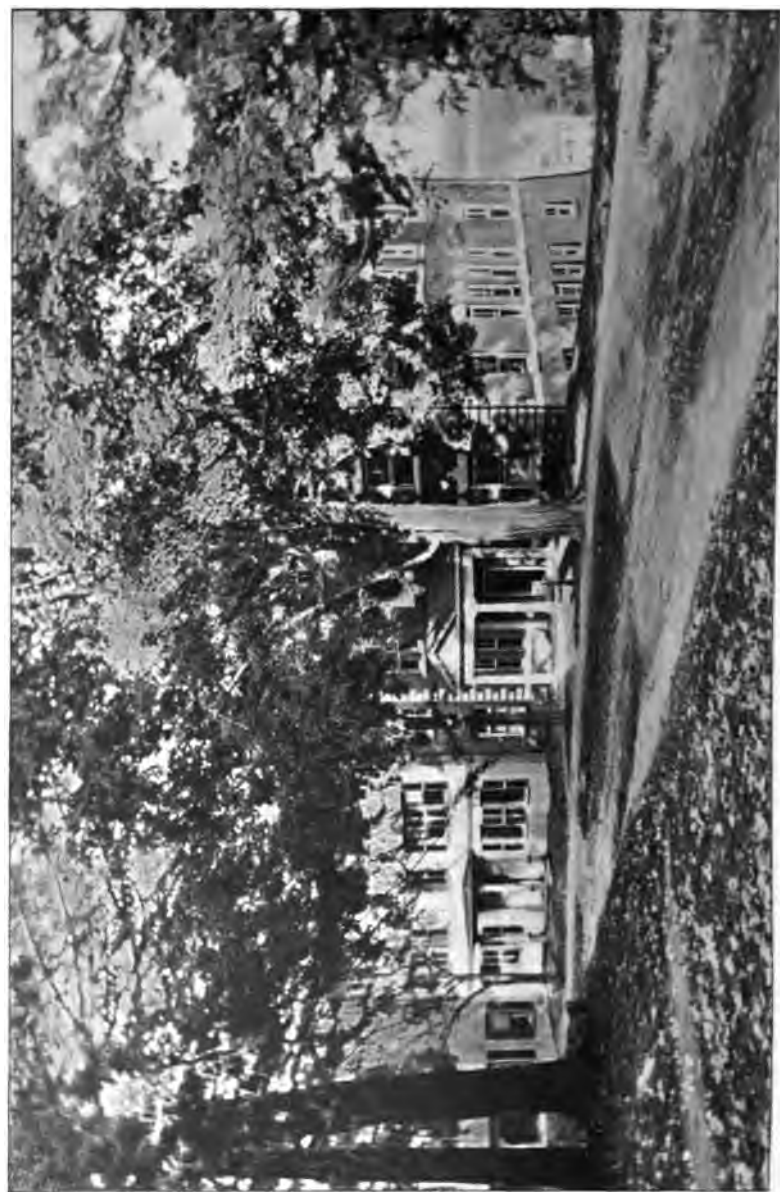




BAKER HALL.







DUDLEY HALL.

TWENTY-NINTH  
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AT

NORTHAMPTON MASS.,

FOR THE

Year Ending August 31, 1896.



NORTHAMPTON, MASS.:  
PRESS OF GAZETTE PRINTING CO.  
1896

**AN ACT TO CHANGE THE NAME OF THE CLARKE INSTITUTION FOR DEAF  
MUTES.**

*Be it enacted, etc., as follows :*

**SECTION 1.** The name of the corporation now known as the Clarke Institution for Deaf Mutes in the city of Northampton, is hereby changed to that of The Clarke School for the Deaf.

**SEC. 2.** All devises, bequests, conveyances and gifts heretofore or hereafter made to said corporation by either of said names shall rest in the corporation of the Clarke School for the Deaf.

**SEC. 3.** This act shall take effect upon its passage.

Approved February 12, 1896.

## Officers and Corporators.

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### **PRESIDENT.**

FRANKLIN CARTER.

### **VICE-PRESIDENTS.**

WILLIAM P. STRICKLAND.

FRANK B. SANBORN.

### **CLERK.**

EDWARD B. NIMS, M. D.

### **TREASURER.**

S. DWIGHT DRURY.

### **AUDITOR.**

WILLIAM P. STRICKLAND.

### **CORPORATORS.**

GARDINER G. HUBBARD, Washington, D. C.

FRANK B. SANBORN, Concord.

WILLIAM P. STRICKLAND, Northampton.

FRANKLIN CARTER, Williamstown.

EDWARD B. NIMS, M. D., Northampton.

FRANKLIN BONNEY, M. D., Hadley.

JAMES MADISON BARKER, Pittsfield.

JOHN C. HAMMOND, Northampton.

LAURA D. GILL, Northampton.

TIMOTHY G. SPAULDING, Northampton.

GEORGE F. MILLS, Amherst.

G. STANLEY HALL, Worcester.

### **EXECUTIVE COMMITTEE.**

FRANKLIN BONNEY, Chairman.

EDWARD B. NIMS,

JOHN C. HAMMOND,

GEORGE F. MILLS,

LAURA D. GILL.

### **FINANCE COMMITTEE.**

JOHN C. HAMMOND, Chairman.

EDWARD B. NIMS,

TIMOTHY G. SPAULDING.

# Officers of the Clarke School

From its Organization to the Present Time.

JULY 15, 1867—OCTOBER 14, 1896.

## PRESIDENTS.

	<i>Elected.</i>	<i>Retired.</i>
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	1883
LEWIS J. DUDLEY,	1883	1896
FRANKLIN CARTER,	1896	

## CORPORATORS BY ACT OF INCORPORATION.

	<i>Elect'd.</i>	<i>Ret'd.</i>		<i>Elect'd.</i>	<i>Ret'd.</i>
*OSMYN BAKER,	1867	1875	THEODORE LYMAN,	1867	1868
*WILLIAM ALLEN,	1867	1891	*HORATIO G. KNIGHT,	1867	1895
*LEWIS J. DUDLEY,	1867	1896	*JOSEPH A. POND,	1867	1867
*JULIUS H. SEELYE,	1867	1887	WILLIAM CLAPLIN,	1867	1873
*GEORGE WALKER,	1867	1876	*JAMES B. CONGDON,	1867	1879
GARDINER G. HUBBARD,	1867		*THOMAS TALBOT,	1867	1885

## CORPORATORS BY ELECTION.

JOSEPH H. CONVERSE,	1868	1870	EDWARD B. NIMS,	1885	
*JONATHAN H. BUTLER,	1868	1868	*FRANCIS H. DEWEY,	1886	1888
F. B. SANBORN,	1868		FRANKLIN BONNEY,	1887	
*J. HUNTINGTON LYMAN,	1870	1877	*CHARLES MARSH,	1888	1891
*SAMUEL A. FISKE,	1873	1884	JAS. MADISON BARKER,	1889	
*HENRY WATSON,	1875	1891	JOHN B. CLARK,	1891	1896
*CHARLES DELANO,	1877	1883	JOHN C. HAMMOND,	1892	
EDWARD HITCHCOCK,	1877	1887	LAURA D. GILL,	1894	
JOHN D. LONG,	1880	1883	TIMOTHY G. SPAULDING,	1896	
WM. P. STRICKLAND,	1883		GEORGE F. MILLS,	1896	
FRANKLIN CARTER,	1884		G. STANLEY HALL,	1896	

## TREASURERS.

OSMYN BAKER,	1867	1869	S. DWIGHT DRURY,	1896
LAFAYETTE MALTRY,	1869	1896		

## PRINCIPALS.

HARRIET B. ROGERS,	1867	1886	CAROLINE A. YALE,	1886
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## ASSOCIATE PRINCIPALS.

CAROLINE A. YALE,	1873	1896	*ALICE E. WORCESTER,	1886	1889
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## STEWARDS.

HENRY J. BARDWELL,	1870	1883	FREEMAN C. CARVER,	1883
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\*Deceased.

## Officers and Instructors, 1896-97.

**PRINCIPAL**

CAROLINE A. YALE.

GRAMMAR DEPARTMENT.

### INSTRUCTORS.

<b>RUTH WITTER,</b>	<b>ADELLA F. POTTER,</b>
<b>KATHARINE FLETCHER,</b>	<b>GRACE L. WRIGHT,</b>
<b>MARY A. KATHAN,</b>	<b>MARY E. EVERETT.</b>
<b>CLARA W. LATHROP, Teacher of Drawing.</b>	
<b>BESSIE S. LATHROP, Teacher of Wood Carving.</b>	

MARY L. ROOT, Matron.  
SARAH HASKINS, Supervisor. LILLIAN C. LENTELL, Supervisor.

### INTERMEDIATE DEPARTMENT.

**INSTRUCTORS.**

FRANCES W. GAWITH, Teacher in Charge.  
ALICE M. FIELD, CORA L. BLAIR,  
ABBY T. BAKER, ALICE H. DAMON,  
CAROLINE E. BLODGETT.

MARY SMITH, Matron.  
AMBER ALEXANDER, Supervisor.  
ELIZABETH A. CUMMINGS, Supervisor.  
BERTHA M. AMES, Supervisor.

**PRIMARY DEPARTMENT.**

### INSTRUCTORS.

BESSIE N. LEONARD, Teacher in Charge.  
HANNAH C. WELLS, ALICE W. ELY,  
HELEN THROCKMORTON, JULIA E. GROSVENOR,  
MARTHA R. STANNARD.

**ADELINE E. PEASE, Matron.**

<b>KATE A. BOYCE, Supervisor.</b>	<b>JENNIE M. ROGERS, Supervisor.</b>
<b>JOSIE N. HENRY, Supervisor.</b>	<b>MARY J. EDDY, Supervisor.</b>

**FREEMAN C. CARVER, Steward.**  
**HELEN M. SEVERANCE, Principal's Clerk.**  
**NATHAN B. LUCIA, Master of Cabinet Shop.**  
**REUBEN ROBINSON, Farmer and Engineer.**







1. 2. 3. 4. 5.

## Report of the Corporation.

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*To the Massachusetts Board of Education :*

GENTLEMEN:—On August 31st, 1896, the Clarke School for the Deaf successfully concluded its twenty-ninth school year. In accordance with the enlarged accommodations reported last year, the number of pupils enrolled reached the largest figure yet known—150 in all. The number of pupils paying full tuition was 13; the State of Massachusetts was represented by 118 pupils; New Hampshire and Vermont had the next largest representation,—12 and 8 respectively.

The health conditions were so unusually good that the Hospital was not opened during the entire year. The only case of illness among the pupils was a single mild case of pneumonia.

In accordance with a petition from the Corporation the name of the school was changed by action of the General Court from "The Clarke Institution for Deaf Mutes" to "The Clarke School for the Deaf."

The school has met with an inestimable loss during the past year in the death of one of its oldest and most faithful friends, Mr. Lewis J. Dudley.

In connection with the death of Mr. Dudley, whose relation to the Clarke School covered almost the whole period during which the Oral Method of teaching the deaf was under discussion in America, it may be well to point out the present state of that question. When Mr. Dudley himself abandoned the sign-language as the chief means of instructing deaf children,—in which, indeed, his own child

had been partly educated,—it was the prevailing method in France, in Italy, and other European countries which have since abandoned it; and it was nearly universal in this country. This was in 1867. The coming winter will complete a period of thirty years during which a great change has been in progress, which has now resulted in a reversal of their then existing situation. Not only has the pure oral method of instruction supplanted the manual method for thousands of children in this country, and for still larger numbers in Europe; but what is now called the manual method or the combined method, is almost wholly different from the system in use in 1867. Then, in the sign-language schools, oral instruction was given to few, was but slightly regarded, and had little effect; now, in the same schools, instruction by signs is almost as much out of favor as oral teaching was at that time. Nominally, oral training is now tried with a majority of pupils and where it is not continued, the manual alphabet takes the place. In one great State school,—that of Philadelphia,—oral instruction and teaching by the manual alphabet are carried on in separate departments, distinct from each other; while the sign-language is rejected as a means of education. This seems to us the only form of the combined method which can prudently be adopted; for the mixture of the two methods in one school injures the best effect of both.

A recent publication by that useful agency, the “Volta Bureau,” at Washington, gives a great number of facts, carefully collected by Mr. Hitz in regard to schools for the deaf in all parts of the world. Some of these facts can be cited here with propriety.

It seems there are in all some 520 special schools for deaf children, with nearly 4,000 teachers, and 33,000 pupils; of these, about 100 schools, with 1,120 teachers and 10,000 pupils are in North America,—chiefly in the United States. Of the United States pupils more than 5,000 receive instruction in articulation, and 2,500 of these by methods purely oral; while 4,200 are taught wholly by the manual method,

and 2,400 by a combined method. In Europe about 22,000 children are in special schools for the deaf,—as against some 17,000 in 1862; and of the 22,000 more than 15,000 are taught by the oral method, and less than 7,000 by the manual and combined methods.

In 1867, when the number of pupils was much smaller,—perhaps no more than 12,000 in all, and less than 4,000 in the United States,—the proportion taught by the oral method was much less than half of the whole number in Europe; and in the United States not one in six received instruction in articulation.

These changes have coincided with a vastly improved general system of education for the deaf, so that there is probably no country in the world now where the extension of oral instruction has not been followed by a general improvement in the whole method of education. There is every reason to believe that oral instruction will gain still more on the manual and combined methods. The manual alphabet method has also made great progress in recent years. Manual spelling is fast displacing the sign-language wherever oral teaching has not prevailed.

The minute upon the death of Mr. Dudley prepared by the Hon. Gardiner G. Hubbard, of Washington, D. C., expresses so clearly what the Clarke School owes to Mr. Dudley, and also how deeply both the Corporation and the School are conscious of their loss, that it seems eminently appropriate to introduce it into this report. It is as follows:—

“As we are gathered together this afternoon, our first thoughts are of our friend, so constant and faithful in his attendance at our meetings—but who has gone from us forever. We gratefully remember him; his great love for our work, and unswerving fidelity to its interests. The Rev. Mr. Rose, in his funeral sermon, has paid so full and beautiful a tribute to the memory of Mr. Dudley, that there is little more for me to say. I will therefore only speak of him as I knew him.

In 1864 I became acquainted with Mr. Dudley, then a

member of the Committee on Education in the Senate of our Commonwealth.

I made an application for a charter for a school for the oral teaching of the deaf, which was referred to that committee. Mr. Dudley had a daughter who was congenitally deaf, at that time in the American Asylum, where she was taught the sign-language. From his experience he was convinced that to teach the deaf to speak was impossible, and that all attempts for such a purpose must result in failure and injury, instead of benefit to the deaf. These views prevailed with the committee and my application was defeated. Two years later, when Mr. Dudley was in the House, I again applied for a charter, and was greatly aided by Governor Talbot, Mr. Sanborn, and Dr. S. G. Howe, and perhaps one or two others. Governor Bullock in his annual message to the Legislature in 1867 suggested that a large sum would probably be given by a gentleman whose name he was not at liberty to mention, to establish a school for the deaf. This was Mr. Clarke of Northampton. A joint committee of the Senate and House was appointed, with Mr. Dudley as chairman on the part of the House. I was doubtful of the result of our application, anticipating Mr. Dudley's opposition—but the hearings went on; the principal teachers of the Hartford Institution appeared in opposition to our charter, and our own friends in its favor. The committee with Mr. Dudley, visited and examined with great care the little school of Miss Rogers at Chelmsford, conversed with my daughter Mabel, her teacher, and with the daughter of Governor Lippitt of Rhode Island. Mr. Dudley, as the result of this investigation and inquiries, began to doubt the justice of his former conclusions and finally became convinced of the advantages of the oral method, and from that time was the warmest and strongest advocate of our measure. The Committee reported in our favor, but we were opposed by two leading members of the House—Mr. R. H. Dana, whose wife was from Hartford, and Mr. Jewell, whose family lived in that city. The result was doubtful, when

Mr. Dudley arose, described and contrasted the condition of his daughter and my daughter, the pleasure and profits derived from speech, and the advantages of the oral system. His speech was most effective. The opposition was silenced, and the bill passed almost unanimously. I remember his asking me during this hearing—"Do you think, Mr. Hubbard, that Theresa can ever be taught to say father and mother?" When two years after we heard her prattling, without confining herself to those two words, I reminded him of the conversation.

The charter was obtained, a meeting of the Corporators was called, and the question was asked—"What system should be adopted?" It was Mr. Dudley, I think, who proposed that Miss Rogers should be invited with her little school, to form the nucleus of the Clarke Institution. She came—a school was opened in the Gothic Seminary, where Mr. Dudley had taught and lived so many years. I doubt if ever a day passed while the school was in his house, that Mr. Dudley did not visit the school and give to Miss Rogers and the other teachers the help of his wise counsel and sympathy.

When the school was removed from his home to Round Hill, he continued his watchful care.

He was chairman of our school committee from its organization until his death, and a more devoted friend and officer could not have been found, until failing years, loss of hearing and of sight, with declining health forbade his frequent attendance at the school. Even then his advice was given whenever desired, and Miss Yale, during the many years of her connection with the school, has received from him the same encouragement and help that was given to Miss Rogers.

From 1883 until his death he was our honored President. He was more conservative than I was, and we often differed as to the best policy to be pursued; when his reason was convinced, he was always ready to yield—one of the hardest tasks for a man of his character; but these differences never affected our confidence in each other, nor our trust and love.

We all remember how strongly Mr. Dudley objected to our school being under the direction of the Board of Charities; until through his efforts the education of the deaf was transferred to the Board of Education, ceasing to be regarded as a charity, and placed on the same footing with the education of other children."

"Another gentleman,—the Treasurer of our Corporation for almost as many years as Mr. Dudley was a member,—Mr. Lafayette Maltby of Northampton,—has resigned that position, leaving our financial affairs in the same excellent condition in which his care and judgment maintained them for so long a period. Upon accepting his resignation, the Corporation passed the following well-deserved vote, (Oct. 14, 1896.)"

"Voted, that in accepting the resignation of its Treasurer, Lafayette Maltby, Esq., the corporators of the Clarke School for the Deaf desire to put on record their sense of the fidelity with which he has promoted the financial interests in his hands and the sagacity with which he has directed the investments so that in a period of twenty-seven years, during which great changes have occurred in the value of securities and the rate of interest paid, and many fluctuations in the money market have diminished the property of other corporations, our own has lost nothing and has maintained its rate of income in the most satisfactory manner."

Attention is invited to the Report of the Principal and to the Financial Statement published herewith.

For the Corporation,  
FRANKLIN CARTER, PRESIDENT.

October 14, 1896.

## RECEIPTS AND EXPENDITURES

OF THE CLARKE SCHOOL FOR THE DEAF FOR THE YEAR  
ENDING AUGUST 31st, 1896.

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### RECEIPTS.

#### Income from :

Fund Investments,	\$14,662.03
State of Massachusetts,	22,901.57
Other New England States,	3,705.00
Pupils,	2,800.00
Miscellaneous,	1,644.83
	<hr/> \$45,713.43

### EXPENDITURES.

#### CURRENT.

For Groceries and Provisions,	\$10,654.84
Furnishing,	1,228.71
Salaries,	15,635.60
Wages,	4,163.44
Fuel and Light,	4,334.22
Repairs,	2,703.07
Farm and Stable,	539.64
Cabinet Shop,	1,275.65
School Incidentals,	310.93
General Incidentals,	1,363.56
	<hr/> \$42,209.66

#### SPECIAL.

For Lippitt Prizes,	\$ 40.00
Grading,	325.68
	<hr/> \$365.68
	<hr/> \$42,575.34





## Principal's Report.

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*To the Board of Corporators of the Clarke School :*

GENTLEMEN:—The following brief report is submitted for the school year closing June 20th, 1896.

The number of pupils enrolled was 150. The largest number present at any one time was 146. This number was divided about equally among the three departments and in each department into classes numbering—for the most part—ten pupils each. School work varied little from its usual course. The system of rotation of classes was adhered to in the Grammar Department—each teacher teaching given subjects to two or more classes. In the Intermediate Department this was done to a limited extent but in the Primary a single class was given in charge to each teacher.

Less than one-ninth of the pupils in the school possessed any knowledge of language on entering. To supply this lack is the prime object of our instruction. The Primary Department confines its work to this, using object lessons and nature work as aids in the acquisition of spoken and written language. This is to a very considerable extent, also, the work of both the other departments, but arithmetic and geography are added in the Intermediate while in the grades of the Grammar Department the studies pursued the past year were arithmetic, book-keeping, geography, physiology, zoology, United States history, general history, and English literature. Through all this work the chief aim of the instructor is to give the pupil the power to discover thought concealed within language

forms and to express his own thoughts correctly and naturally.

At the close of the year Miss Maria Rogers—a teacher in the Primary Department—resigned to take a position in the Pennsylvania Institution for the Deaf at Mt. Airy, Philadelphia. The hearty good wishes of all her associates here follow her. Miss Adella Potter of the Grammar Department was absent through the entire year on account of ill health. Her place was supplied during the first half of the year by Miss Julia Bateman, a teacher from the School at Halifax, Nova Scotia, and during the last half of the year by Miss Martha Stannard who was at the same time a member of the Training Class. Miss Stannard has been engaged to supply the vacancy in the Primary occasioned by Miss Rogers' resignation.

The class of Teachers-in-Training numbered six. Two of these are on our own staff of teachers. Miss Caroline E. Blodgett and Miss Julia Grosvenor. Of the remaining four—Miss Mary L. Geer is now connected with the school in Hartford; Miss Mary P. Tucker with the Maryland school and Miss Lina Hendershot and Miss Margaret Russell with the Pennsylvania Institution.

Soon after the close of the school year a number of our teachers attended a meeting of the American Association to Promote the Teaching of Speech to the Deaf at Mt. Airy, Philadelphia. The attendance at the meeting was large and the interest well sustained through the ten days' session. Lecturers from outside the membership of the profession gave most valuable addresses. Among these Dr. Lightner Witmer spoke on "Experimental Studies of Mental Content and the Process of Thinking" and Dr. Harrison Allen on "Adenoid Growth in connection with Deaf-Mutism." M. Magnat of Paris presented three papers. Miss Fletcher of our own school presented a most admirable paper on "Text Books in History." Dr. Bell gave several practical talks on subjects connected with the teaching of speech to deaf children. One of the most noteworthy events of the meeting was a brief address by Helen

Kellar, the wonderful young girl who, though from early childhood deprived of both sight and hearing, has nevertheless acquired a marvelous use of language. Her address, given orally, was listened to with intense interest by a large and most enthusiastic audience.

No record of the year just closed could be made without giving expression to the feeling of great loss which the school has sustained in the death of two members of its Board of Corporators, Hon. Horatio G. Knight and Hon. Lewis J. Dudley. Mr. Dudley having held the office of Chairman of the School Committee from the opening of the school was naturally brought into close contact with its officers and pupils. His own experience as a college tutor and as a principal gave him ready insight into questions arising in the conduct of a school, while an especial bond of sympathy united him to a school for deaf children and made him eager to ameliorate to the utmost, the condition of all children of this class. One of his last official acts was that by which, as the President of your Board, he secured the passage of the Bill changing the name of this school from "Clarke Institution for Deaf-Mutes" to "Clarke School for the Deaf." Seldom indeed is it the good fortune of a school to have through so many years so wise a counselor and so faithful a friend.

Respectfully submitted,

CAROLINE A. YALE.

October 14, 1896.

# Courses of Study.

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## *Primary Department.*

Exercises for the Cultivation of Sight and Touch.

Articulation.

Writing.

English.

## *Intermediate Department.*

Articulation.

Writing.

English.

Arithmetic—(the four elementary rules).

Geography—(preparatory).

## *Grammar Department.*

Articulation.

English.

Arithmetic.

Geography.

History of the United States.

General History.

Civil Government.

English Literature.

Physical Geography.

Physiology.

Zoology.

Experiments in Natural Philosophy and Chemistry.

Drawing.

Wood Carving.

More advanced work in studies of the Grammar Department with Astronomy, Geology, Botany, Algebra and Geometry, constitute the High Course.

## Catalogue of Pupils.

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Alden, Sarah E.	Greenwich.
Backus, L. Howard	Colchester, Conn.
Ball, Amos E.	Somersworth, N. H.
Bass, Fannie L.	West Randolph, Vt.
Beatty, J. Roland	Meredith, N. H.
Bishop, Ethel	Lynn.
Blanchard, Louis	Holyoke.
Braithwaite, Edward A.	Lawrence.
Brooks, Stella M.	Thetford, Vt.
Brown, Sarah J.	Hanover.
Buchanan, M. Eugenie	Waltham.
Buckingham, George H.	Rutland, Vt.
Callander, Mamie	Fall River.
Camp, A. Hope	Watertown, N. Y.
Carlin, William	Peabody.
Carlson, Frank E.	Brockton.
Carter, Chester G.	West Chelmsford.
Carter, G. Douglass	Tappahannock, Va.
Chandler, Lizzie M.	Kingston.
Chesbrough, Charles H.	Fitchburg.
Clark, Olive M.	Boston.
Clinton, John F.	Jamaica Plain.
Clinton, William T.	Jamaica Plain.
Cohen, Esther	Boston.
Cole, Emil H.	Marlboro.
Colegrove, Theodore J.	Passaic, N. J.
Collins, John W.	Lowell.
Cook, Florence	South Weymouth.
Corey, Harry	Oxford.
Corey, Paul	Oxford.
Cowles, Eunice C.	Westfield.
Crowley, Willie	Hartford, Conn.
Cullinane, John H.	Dracut.
Danforth, Hazel	Spencer.
Daniels, Harry M.	Southbridge.
Day, Harriet M.	Great Barrington.

Desmerais, Milia  
Dodge, Charles A.  
Dowe, Jane  
Dufresne, Josephine  
Dunham, Byron J.  
Dupont, Arthur  
Eaton, Sadie M.  
Ehlert, Arthur H.  
Fairbanks, Mabel  
Fish, Ethel M.  
Fisher, Edna P.  
Fitzsimmons, Margaret  
Fox, Kate E.  
Geddes, Isabella R.  
Gibbons, Thomas F.  
Gifford, Frank H.  
Gilman, Myra E.  
Goddard, Mary C.  
Guertin, Ethel M.  
Hall, William J.  
Harrington, Reuben N.  
Harris, Philip  
Heade, Helena  
Healey, Catherine S.  
Hedge, Robert B.  
Hiley, George E.  
Holman, Marsden C.  
Howard, Albert S.  
Howard, Mortimer  
Hull, George L.  
Jarawan, Fuaad  
Jeffers, Nellie  
Jolley, Kate  
Kane, Margaret J.  
Kane, Michael  
Kane, Thomas  
Kelley, Frank W.  
Kent, George F.  
Knox, Clara M.

Nashua, N. H.  
Spencer.  
Lawrence.  
Nashua, N. H.  
West Chesterfield.  
Hudson.  
Revere.  
South Lincoln.  
Springfield, Vt.  
West Barnstable.  
Cincinnati, O.  
West Manchester, N. H.  
Boston.  
Rutland, Vt.  
Clinton.  
Acushnet.  
Lakeport, N. H.  
Spencer.  
Chicopee.  
Cambridge.  
North Adams.  
Northampton.  
Worcester.  
Hardwick.  
Plymouth.  
Lawrence.  
Augusta, Ga.  
Boston.  
North Brookfield.  
Washington, D. C.  
Meshgara, Syria.  
Whitefield, N. H.  
Charlestown,  
Worcester.  
Worcester.  
Worcester.  
Lynn.  
Cambridge.  
Springfield.

Kremer, Joseph  
 Kuhn, Sarah A.  
 Kùlik, Baleslaw  
 Ladam, Margaret  
 Lander, Frank  
 Ledoux, Louisa  
 Lepine, M. Anna  
 Lombard, L. Viola  
 Lyden, Stephen  
 Lyman, Jesse E.  
 Macoun, Joseph  
 McCarthy, James  
 McDermott, M. Etta  
 McMahon, J. Bennett  
 Malone, Charles T.  
 Mangold, Theresa M.  
 Marra, Bartholomew  
 Marston, Ruth C.  
 Meiggs, Bertha F.  
 Mellen, William H.  
 Melnikov, Jacob  
 Millard, Nellie E.  
 Moore, Annie B.  
 Mullaney, James  
 Mullen, Sarah  
 Murray, Augustus  
 Nichols, Howard  
 Nickerson, S. Eddie  
 Nuttall, Margaret  
 O'Connell, Joseph  
 Pelz, Blanche  
 Peters, Goldie M.  
 Porteous, William  
 Potter, L. Belle  
 Powers, Fred H.  
 Radcliffe, Sara  
 Randall, Hattie S.  
 Reardon, Elmira

Northampton.  
 Pittsburgh, Pa.  
 Chicopee.  
 North Adams.  
 Burlington, Vt.  
 Chicopee.]  
 Spencer.  
 Cambridge.  
 Norwood.  
 East Northfield.  
 North Adams.  
 Marlboro.  
 Lowell.  
 Lowell.  
 Wilmington, Del.  
 Peabody.  
 Waltham.  
 Roxbury.  
 South Sandwich.  
 Brockton.  
 Worcester.  
 Merrick.  
 Revere.  
 Worcester.  
 Boston.  
 Northampton.  
 Somerville.  
 East Harwich.  
 North Billerica.  
 Holyoke.  
 Poplar Bluffs, Mo.  
 Dalton.  
 Fall River.  
 Groton.  
 Northampton.  
 Lynn.  
 Dover, N. H.  
 Lawrence.



Richter, Arthur F.	Pittsfield.
Robbins, Clinton W.	Millbury.
Robbins, Joseph G.	Millbury.
Robbins, A. Marion	Millbury.
Robbins, Milton W.	Millbury.
Rossiter, Margaret	Taunton.
Sawyer, Lillian M.	Charlemont.
Scott, Bertha S.	Webster.
Scribner, J. Howard	Philadelphia, Pa.
Severance, Mary E.	Colchester, Vt.
Slee, Harry H.	Lawrence.
Smith, Evart M.	Greenfield.
Smith, Florence	Lawrence.
Stearns, Jennie F.	Claremont, N. H.
Stone, Elsie M.	Cambridge.
Sullivan, Daniel	Springfield.
Sullivan, Lizzie	Springfield.
Sullivan, Minna	Manchester, N. H.
Tebbitts, Carrie A.	Portsmouth, N. H.
Thayer, Frank F.	Brookline, N. H.
Thibault, Henry V.	Spencer.
Thom, Clara E.	Haverhill.
Thomas, Perley E.	Athol.
Todd, Bertha M.	Deerfield.
Trainor, James M.	Pittsfield.
Trowt, Charles F.	Beverley.
Tyler, D. Louis	West Brookfield.
Vance, Ervin T.	Franklin, N. H.
Vernier, Ludovic	Spencer.
Wallace, Florence	Milford.
Wardwell, Bernice M.	Keene, N. H.
Williams, C. Robert	Amherst.
Winn, Charles F.	Brockton,
Winn, Kate	Brockton.
Winslow, Alice M.	Lynn.
Young, Alvah D.	Haverhill.
Young, Ambrose E.	Chatham.

## TERMS OF ADMISSION.

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This School is designed for the education of children wholly or partially deaf. All instruction is given through speech and lip-reading. The charge per year for state pupils is two hundred dollars; for private pupils three hundred dollars and for day pupils seventy-five dollars, payable semi-annually in advance, the first week of each half year. No deduction for absences, except on account of sickness. Massachusetts parents are required to pay nothing but contingent expenses such as those of sickness, travel, clothing, and the like. No State pupil will be allowed to withdraw without weighty reasons to be approved by the School Committee or by the Governor of the Commonwealth. See the law in regard to state pupils on the following page.

In Massachusetts, application should be made to the Secretary of the Board of Education, State House, Boston; in other New England States, to the Governor, or to the Secretary of State. Forms of application will be furnished by the Secretary.

There are forty weeks in the school year, with a summer vacation of twelve weeks. Pupils cannot spend the vacation at the School. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Monday of September. None will be admitted at any other time, unless they are qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

*The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes, and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal, each term, for incidental expenses.*

Applications and letters for information must be addressed to Miss Caroline A. Yale, Principal of the Clarke School, Northampton, Massachusetts. All payments for board and tuition should be made to the Treasurer, S. Dwight Drury, Northampton.

Visitors are admitted only on Thursday afternoons, except for special reasons to be approved by the Principal.

### Massachusetts Law in regard to the Education of Deaf Mutes.

[Chap. 179.]

AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF-MUTES OR DEAF CHILDREN.

*Be it enacted, etc., as follows:*

SECTION 1. With the approval of the board of education, the governor may send such deaf-mutes or deaf children as he may deem fit subjects for education, for a term not exceeding ten years in the case of any pupil, to the American Asylum at Hartford, the Clarke School for

the Deaf at Northampton, or to the Horace Mann School at Boston, or to any other school for deaf-mutes in the Commonwealth, as the parents or guardians may prefer; and with the approval of the board, he may make at the expense of the Commonwealth, such provisions for the care and education of children who are both deaf-mutes and blind, as he may deem expedient. In the exercise of the discretionary power conferred by this act, no distinction shall be made on account of the wealth or poverty of the parents or guardians of such children; no such pupil shall be withdrawn from such institution or school, except with the consent of the proper authorities thereof, or of the governor, and the sums necessary for the instruction and support for such pupils in such institutions or school, shall be paid by the Commonwealth; *provided, nevertheless*, that nothing herein contained shall be held to prevent the voluntary payment of the whole or any part of such sum by the parents or guardians of said pupils.

SEC. 2. Section sixteen of chapter forty-one of the Public Statutes and chapter two hundred and forty-one of the acts of the year eighteen hundred and eighty-six are hereby repealed.

SEC. 3. This act shall take effect upon its passage.

Approved April 14, 1887.

[Chap. 226.]

AN ACT TO AMEND AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF  
DEAF-MUTES OR DEAF CHILDREN.

*Be it enacted, etc., as follows:*

SEC. 1. Upon the request of the parents or guardians, and with the approval of the state board of education, the governor may continue the schooling of meritorious deaf-mutes or deaf children of capacity and promise, beyond the existing limitation of ten years, as provided in chapter two hundred thirty-nine of the acts of the year eighteen hundred and eighty-eight, when such pupils are properly recommended therefor by the principal or other chief officer of the school of which they are members.

SEC. 2. This act shall take effect upon its passage.

Approved April 8, 1889.

[Chap. 300.]

AN ACT RELATING TO DEAF-MUTES.

*Be it enacted, etc., as follows:*

SECTION 1. No beneficiary of this Commonwealth, in an institution or school for the education of Deaf-Mutes shall be withdrawn therefrom except with the consent of the proper authorities of such institution or school, or of the Governor of this Commonwealth.

SEC. 2. This act shall take effect upon its passage.

Approved May 17, 1871.

61  
3  
7

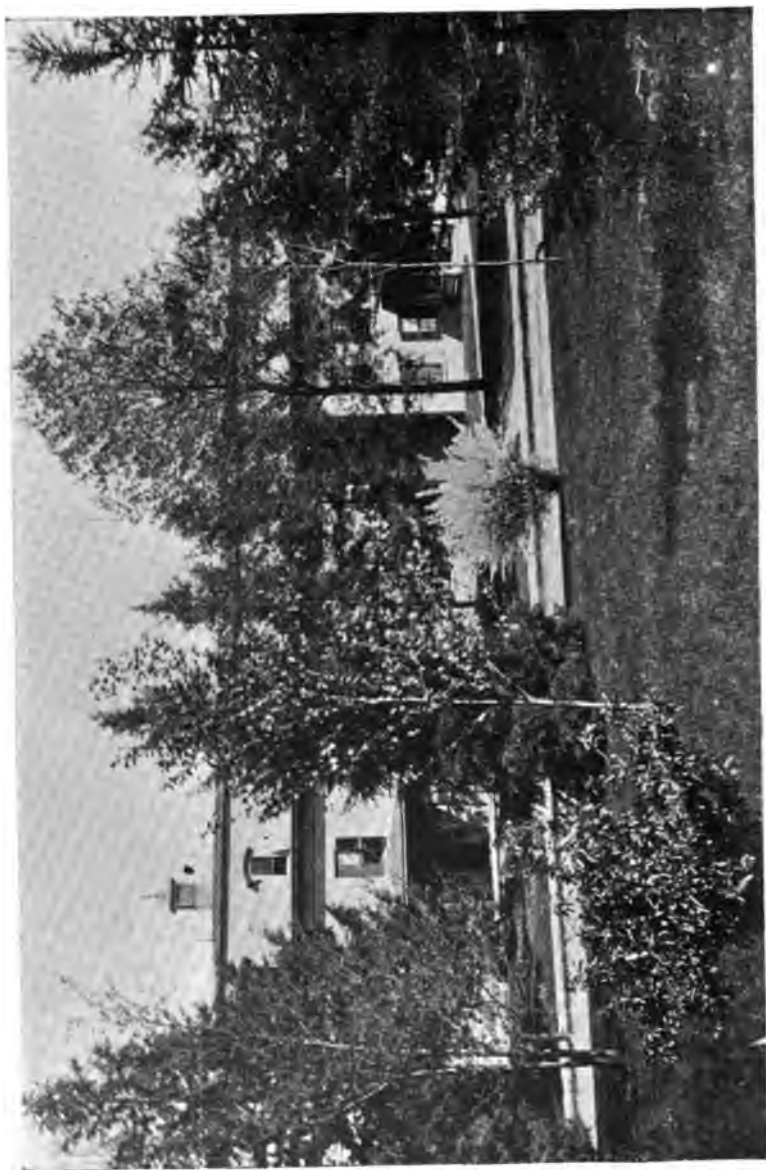
THIRTIETH  
ANNUAL REPORT  
OF THE  
Clarke School for the Deaf,  
AT  
NORTHAMPTON, MASS.  
FOR THE  
Year Ending August 31, 1897.

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NORTHAMPTON, MASS.:  
PRESS OF GAZETTE PRINTING CO.  
1897.







ROGERS HALL







BAKER HALL.





DUDLEY HALL





DUDLEY HALL.

1897

A REPORT

For the Deaf,

AT

UPTON, MASS.

1897.

August 31, 1897.

PRINTED  
BY THE DEAF

**AN ACT TO CHANGE THE NAME OF THE CLARKE INSTITUTION FOR DEAF  
MUTES.**

*Be it enacted, etc., as follows :*

**SECTION 1.** The name of the corporation now known as the Clarke Institution for Deaf Mutes in the city of Northampton, is hereby changed to that of The Clarke School for the Deaf.

**SEC. 2.** All devises, bequests, conveyances and gifts heretofore or hereafter made to said corporation by either of said names shall rest in the corporation of the Clarke School for the Deaf.

**SEC. 3.** This act shall take effect upon its passage.

**Approved February 12, 1896.**

Exchange  
New York  
State Library  
JUN 28 '34

## Officers and Corporators.

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### **PRESIDENT.**

**FRANKLIN CARTER.**

### **VICE-PRESIDENTS.**

**WILLIAM P. STRICKLAND.**

**FRANK B. SANBORN.**

### **CLERK.**

**EDWARD B. NIMS, M. D.**

### **TREASURER.**

**S. DWIGHT DRURY.**

### **AUDITOR.**

**WILLIAM P. STRICKLAND.**

### **CORPORATORS.**

**GARDINER G. HUBBARD, Washington, D. C.**

**FRANK B. SANBORN, Concord.**

**WILLIAM P. STRICKLAND, Northampton.**

**FRANKLIN CARTER, Williamstown.**

**EDWARD B. NIMS, M. D., Northampton.**

**FRANKLIN BONNEY, M. D., Hadley.**

**JAMES MADISON BARKER, Pittsfield.**

**JOHN C. HAMMOND, Northampton.**

**LAURA D. GILL, Northampton.**

**TIMOTHY G. SPAULDING, Northampton.**

**GEORGE F. MILLS, Amherst.**

**G. STANLEY HALL, Worcester.**

### **EXECUTIVE COMMITTEE.**

**FRANKLIN BONNEY, Chairman.**

**JOHN C. HAMMOND,**

**EDWARD B. NIMS,**

**LAURA D. GILL,**

**GEORGE F. MILLS.**

### **FINANCE COMMITTEE.**

**JOHN C. HAMMOND, Chairman.**

**EDWARD B. NIMS,**

**TIMOTHY G. SPAULDING.**



# Officers of the Clarke School

From its Organization to the Present Time.

JULY 15, 1867—OCTOBER 13, 1897.

## PRESIDENTS.

	<i>Elected.</i>	<i>Retired.</i>
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	1883
LEWIS J. DUDLEY,	1883	1896
FRANKLIN CARTER,	1896	

## CORPORATORS BY ACT OF INCORPORATION.

	<i>Elect'd.</i>	<i>Ret'd.</i>		<i>Elect'd.</i>	<i>Ret'd.</i>
*OSMYN BAKER,	1867	1875	THEODORE LYMAN,	1867	1868
*WILLIAM ALLEN,	1867	1891	*HORATIO G. KNIGHT,	1867	1896
*LEWIS J. DUDLEY,	1867	1896	*JOSEPH A. POND,	1867	1867
*JULIUS H. SEELYE,	1867	1887	WILLIAM CLAFLIN,	1867	1873
*GEORGE WALKER,	1867	1876	*JAMES B. CONGDON,	1867	1879
GARDINER G. HUBBARD,	1867		*THOMAS TALBOT,	1867	1835

## CORPORATORS BY ELECTION.

JOSEPH H. CONVERSE,	1868	1870	EDWARD B. NIMS,	1885	
*JONATHAN H. BUTLER,	1868	1868	*FRANCIS H. DEWEY,	1886	1888
F. B. SANBORN,	1868		FRANKLIN BONNEY,	1887	
*J. HUNTINGTON LYMAN,	1870	1877	*CHARLES MARSH,	1888	1891
*SAMUEL A. FISKE,	1873	1884	JAS. MADISON BARKER,	1889	
*HENRY WATSON,	1875	1891	JOHN B. CLARK,	1891	1896
*CHARLES DELANO,	1877	1883	JOHN C. HAMMOND,	1892	
EDWARD HITCHCOCK,	1877	1887	LAURA D. GILL,	1894	
JOHN D. LONG,	1880	1883	TIMOTHY G. SPAULDING,	1896	
WM. P. STRICKLAND,	1883		GEORGE F. MILLS,	1896	
FRANKLIN CARTER,	1884		G. STANLEY HALL,	1896	

## TREASURERS.

OSMYN BAKER,	1867	1869	S. DWIGHT DRURY,	1896
LAFAYETTE MALTBY,	1869	1896		

## PRINCIPALS.

HARRIET B. ROGERS,	1867	1886	CAROLINE A. YALE,	1896
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## ASSOCIATE PRINCIPALS.

CAROLINE A. YALE,	1873	1896	*ALICE E. WORCESTER,	1886	1899
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## STEWARDS.

HENRY J. BARDWELL,	1870	1883	ROBERT B. WEIR,	1897
FREEMAN C. CARVER,	1883	1897		

\*Deceased.

# Officers and Instructors, 1897-98.

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## PRINCIPAL.

CAROLINE A. YALE.

## GRAMMAR DEPARTMENT.

### INSTRUCTORS.

RUTH WITTER, GRACE L. WRIGHT,  
KATHARINE FLETCHER, MARY E. EVERETT,  
ADELLA F. POTTER, JOSEPHINE W. WESCOTT.  
CLARA W. LATHROP, Teacher of Drawing.  
BESSIE S. LATHROP, Teacher of Wood Carving.

MARY L. ROOT, Matron.

SARAH HASKINS, Supervisor. LILLIAN C. LENTELL, Supervisor.

## INTERMEDIATE DEPARTMENT.

### INSTRUCTORS.

FRANCES W. GAWITH, Teacher in Charge.

ALICE M. FIELD, CORA L. BLAIR,  
ABBY T. BAKER, ALICE H. DAMON,  
CAROLINE E. BLODGETT.

MARY SMITH, Matron.

ELIZABETH A. CUMMINGS, Supervisor.

BERTHA M. AMES, Supervisor.

GERTRUDE DUNHAM, Supervisor.

## PRIMARY DEPARTMENT.

### INSTRUCTORS.

BESSIE N. LEONARD, Teacher in Charge.

HELEN G. THROCKMORTON, MARTHA R. STANNARD,  
JULIA E. GROSVENOR, GERTRUDE L. DUSTAN,  
EVA M. NORTH.

ADELINE E. PEASE, Matron.

KATE A. BOYCE, Supervisor.

JENNIE M. ROGERS, Supervisor.

JOSIE N. HENRY, Supervisor.

MARY J. EDDY, Supervisor.

ROBERT B. WEIR, Steward.

HELEN M. SEVERANCE, Principal's Clerk.

NATHAN B. LUCIA, Master of Cabinet Shop.

CHARLES H. DUNNING, Engineer.



## Report for the Corporation.

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*To the Massachusetts Board of Education:—*

GENTLEMEN:—The Clarke School for the Deaf continues its work from year to year with no great change. A small but pretty uniform growth in the number of pupils is scarcely noted, even within the school, and makes little impression on the outside world. The number of pupils enrolled during the past year was 159. The least number actually in attendance was 154, which is eight more than the largest number at any point of the previous year. Of these, 120 were from the State of Massachusetts, and their tuition and board were paid by this Commonwealth. The State of Vermont had eight, and New Hampshire ten in the school. The expenses of nine pupils coming from as many different states, were paid by their relatives. There has been one boy from Syria in the school during the year, for whom no payment has been made. It was understood at the time of his reception, that he was to have the advantages of the school without payment. It was hoped by the missionary, Rev. George A. Ford, of Sidon, Syria, who secured his admission, that he might become intelligent enough to be useful ultimately, even if indirectly, in helping to the establishment of a school for mutes in Syria.

The facility with which deaf children acquire speech varies, as the facility varies with which other children acquire other knowledge. Perhaps it would be more correct to say that there is a greater difference, because the obstacles for one congenitally deaf are very great, while on the other hand there are those who acquire speech more easily having had hearing for two, three, four, or even more years. Each additional year of hearing for a child before

deafness comes, seems to make the path back to speech easier. Even among those whose deafness is of equal duration, there is very great difference in the power of acquisition.

The numbers in the primary, intermediate, and grammar departments were during the year nearly equal, and the number in each was about 50.

The graduation exercises in June, when a class of four received diplomas, were extremely interesting. Preceding these an hour was spent by friends of the school, in visiting the class-rooms of the different departments. The exercises in the assembly hall, were opened by prayer by the Rev. Paul van Dyke. An address was made by the President of the Corporation, on the German, Samuel Heinecke, who was the first to gather deaf children into a home and teach them speech. This was in Eppendorf near Hamburg in 1774, only four years after the Abbe' de l'Epee began to teach the sign language to the deaf in his school in Paris. This address was followed by the presentation of diplomas. A statement was then made by Miss Yale, the Principal of the school, in regard to the present activities of the class graduated from the school in 1895. From this statement it became known that two of the graduates of that class are fitting in one of the Cambridge High Schools, and another at the Brown and Nichols School for Harvard University, and that one of the two is nearly, or quite at the head of his class.

Surely such a result, of itself, fully justifies the loving thought which for more than one hundred years has been given by individuals and governments to the teaching of speech to deaf children. That such an attainment has been reached by any graduate of this school, cannot fail to stir in the hearts of all those connected with it, and, indeed, in the heart of every true philanthropist lively emotions of thankfulness and joy.

The cost of each pupil in the school the past year has been \$282. The amount paid by the Commonwealth for each pupil is \$200, which is \$40 less than the amount paid

by the State of Pennsylvania for each of its pupils at Mt. Airy, and \$60 less than the amount paid by New York for each of the pupils at Rochester. If we consider the large difference between the annual cost of each pupil and the amount paid by the State, and the greater appropriation of other states for such unfortunate pupils, it does not seem unreasonable to ask that the State should provide all text books needed for use in this school, in accordance with the usage for other public schools. The amount annually needed would probably not exceed \$2.00 a pupil, making a total of say \$300.

In closing this brief statement, the writer would call attention to the accompanying report of the Principal, and express the great satisfaction of the corporators of the school, that Miss Yale is still carrying on with undiminished wisdom and vigor, her arduous and successful labors for these limited children. This year has completed the twenty-seventh of her service in the school, and the eleventh of her occupancy of the most important office in its management.

Respectfully submitted,

FRANKLIN CARTER.

OCTOBER 13, 1897.

## RECEIPTS AND EXPENDITURES

OF THE CLARKE SCHOOL FOR THE DEAF FOR THE YEAR  
ENDING AUGUST 31st, 1897.

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### RECEIPTS.

Income from :

Permanent Funds,	\$15,588 64
State of Mass. for beneficiaries,	24,911 13
“ New Hampshire “	2,000 00
“ Vermont “	800 00
Pupils,	2,675 00
Tuition of Normal Pupils,	300 00
Steward's surplus,	201 22
Miscellaneous,	265 29
	<hr/> \$46,741 28

### EXPENDITURES.

For Groceries and Provisions,	\$11,207 94
Furnishing,	843 01
Salaries,	16,515 14
Wages,	3,594 49
Repairs,	2,287 90
Fuel and Light,	5,058 43
Cabinet Shop,	1,223 60
Farm and Stable,	494 85
General Incidentals,	1,047 00
School “	303 72
Miscellaneous,	1,180 29
	<hr/> \$43,756 37

## Principal's Report.

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*To the Board of Corporators of the Clarke School :*

GENTLEMEN:—The following report of the school under your care is submitted for the year ending August 31, 1897—the thirtieth year since its establishment.

The number of pupils enrolled was one hundred and fifty-nine (159), one hundred and fifty-five being present. The number of new pupils entered during the year was twenty-one (21), ranging in age from five to twenty-four years. All but three of the new pupils entered the lowest grade of the Primary Department. Of the eighteen entering this grade one had acquired speech before becoming deaf but had lost it; two had acquired through partial hearing a small amount of very imperfect language; two had been under previous instruction in the Sarah Fuller Home while thirteen had no knowledge of spoken or written language and varied greatly in intellectual ability. Three of these little ones proved to be of too imperfect mental power to be retained in the school and were therefore with the advice of the Committee on Instruction dismissed at the close of the year. Two of the three were but slightly deaf and would seem to be quite as properly taught in a school where instruction is given through the hearing as is the case in the ordinary schools for feeble-minded children. Details might be gathered from our records in regard to any class of pupils which would be full of scientific interest but which cannot, it seems to us, be wisely published in a report like the present which circulates freely among the pupils and their friends.



The health of the pupils during the year was remarkably good. Early in the year epilepsy developed to such an extent in the case of a little boy in the Primary Department that his parents were requested to remove him from the school. There were also two cases of pneumonia in the same department. It is cause for profound gratitude that during the thirty years since our school opened the general health of the pupils has been so good, illness having resulted fatally in only a single case.

No great changes were made last year in the methods of the school. Year by year a higher grade of work is certainly done. No doubt this is in large measure the result of increased ability and experience on the part of the teachers but no doubt it is also in part due to the general elevation of standard in all departments of educational work and especially in those devoted to the defective classes. We are glad to believe that the Oral Method of teaching the Deaf has in its possibilities of development far beyond our present knowledge.

In our Primary Department a much closer connection has, during the last three years, been established between Kindergarten occupations and nature work thus broadening perceptibly the child's horizon of thought. This is the direct result of employing in our Primary trained Kindergarteners who have carefully considered what these methods could do for children past Kindergarten age and in many ways past Kindergarten conditions but without the knowledge of language with which the Kindergarten for normal children begins its work. Too great caution cannot be used in adapting to the use of defective children methods devised for normal children.

The ability to read—i. e. to get thought pictures directly from the printed page—is a matter of vital importance to any child but pre-eminently so in the case of a deaf child. The past year the effort has been made to begin work toward this end in the primary classes of the second grade. Story charts prepared for deaf children who have been learning English only a year must of necessity be exceed-

ingly limited in their vocabulary and in the number of constructions used, but the mental process required for their comprehension must be analagous to the reading process in higher grades and surely if we can begin to habituate the child to this process at an earlier date than we have done heretofore we shall secure gain for him in many ways.

The graduation of a class of four boys took place on June 9th, our Public Day. The members of the class were William Carlin, John Francis Clinton, Mortimer Ellsworth, Howard and George Lawrence Hull. The recitations of this class and their essays showed a breadth of subject matter that was very gratifying to all friends of the school. The studies of the class during the last two years were—Arithmetic and Book-keeping, Physical Geography, Zoölogy, English Grammar, English Literature, General History and Civil Government.

The exhibition of work last year from the classes in Drawing, Sewing, Wood Carving, and Cabinet Work was very satisfactory. But two hours a week are devoted to Drawing and the same to Wood Carving and two hours on each of five days in the week to Cabinet Work. With this small expenditure of time our boys are able from year to year to show pieces of plain and carved furniture of most creditable workmanship. A carved mahogany desk, a table and an oak side-board were especially commended in the last exhibition of work. A system of sewing originated by Mrs. Bryan, who is connected with one of the New York schools was introduced into our Intermediate Department two years ago. The results have been most satisfactory. The course contains all the essential steps arranged in an admirably graded system.

A matter of great interest to us is the work being done by some of our recent graduates now attending schools for hearing young men and women. One graduated from the Lawrence High School in June and this fall enters the School of Technology in Boston. Two others are in their last year in the Cambridge High School and one in the Brown-Nichols School. These three have already taken

part of their examinations for entrance into the Lawrence Scientific School. Another young man has begun his third year in the School of Mines in Columbia University. A graduate of three years ago is in Colby Academy in New Hampshire. The standing of all these students is high—in some cases marvellously high—and the general effect of association with those not handicapped like themselves is proving in every way most beneficial to them and most satisfactory to their friends. These cases seem the more worthy of note in that with a single exception these young men have never heard. A number of girls have also pursued with profit farther courses of study in ordinary schools.

At the close of the year the school suffered the loss of two teachers connected with the Primary Department—Miss Hannah C. Wells and Miss Alice W. Ely. Miss Gertrude Dustan and Miss Eva M. North have been engaged to take the vacant places. Miss Dustan is a graduate of Mt. Holyoke College and a trained Kindergartener. Miss North is also a graduate of Mt. Holyoke College. Both have had some experience in teaching. \*Just before the opening of the present year word was received from Miss Kathan—a teacher for some years in our Grammar Department—that the condition of her health was such as to prevent her return at present. She was therefore granted leave of absence.

At the close of July Mr. F. C. Carver who had held the office of steward for thirteen years resigned, being in ill health, and was succeeded by Mr. Robert B. Weir.

Under the direction of the Executive Committee the widening of the street in front of Dudley Hall and the grading below Clarke Hall have been accomplished. The school expenses proper for the year were \$41,106.36.

A matter of interest to all who have the welfare of the deaf at heart was the formation in July last, at Milwaukee, of a section of the National Educational Association to be

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\*While this report is in the hands of the printer the sad intelligence reaches us of Miss Kathan's death on the fourteenth of December.

known as a "Department for the Education of Classes Requiring Special Methods of Instruction." We welcome this step as one bringing teachers of special classes into closer contact with the general body of teachers of the country.

The growth of the Oral method in this country has recently been evidenced by the establishment of additional day schools under this method and the opening of oral departments in several schools where only a single oral class had previously existed. In the Wisconsin school one-half of the teachers employed now have charge of oral classes.

The school feels itself especially honored in the acceptance by Dr. Hall of a place on your Board. We rejoice that so eminent an educator as he should find time for another interest added to so many and we hope for practical advice and suggestion for our work from him. The teachers of the school welcome most heartily the evidences of special interest in their work which the members of your Board have given from time to time.

Respectfully submitted,  
CAROLINE A. YALE.

OCTOBER 13, 1897.

# Courses of Study.

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## *Primary Department.*

Exercises for the Cultivation of Sight and Touch.  
Articulation.  
Writing.  
English.

## *Intermediate Department.*

Articulation.  
Writing.  
English.  
Arithmetic—(the four elementary rules).  
Geography—(preparatory).

## *Grammar Department.*

Articulation.  
English.  
Arithmetic.  
Geography.  
History of the United States.  
General History.  
Civil Government.  
English Literature.  
Physical Geography.  
Physiology.  
Zoology.  
Experiments in Natural Philosophy and Chemistry.  
Drawing.  
Wood Carving.

More advanced work in studies of the Grammar Department with Astronomy, Geology, Botany, Algebra and Geometry, constitute the High Course.

## Catalogue of Pupils.

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➤ Alden, Sarah E.	Greenwich.
Anderson, Arthur W.,	Worcester.
➤ Backus, L. Howard	Colchester, Conn.
Ball, Amos E.	Somersworth, N. H.
Bass, Fannie L.	West Randolph, Vt.
Bennette, Cedric E.	Boston.
Bishop, Ethel	Lynn.
➤ Blanchard, Louis	Holyoke.
Braithwaite, Edward A.	Lawrence.
Brooks, Stella M.	Thetford, Vt.
Brown, Sarah J.	Hanover.
Buchanan, M. Eugenie	Watham.
➤ Buckingham, George H.	Rutland.
➤ Camp, A. Hope	Watertown, N. Y.
➤ Carlin, William	Peabody.
➤ Carlson, Frank E.	Brockton.
Carter, Chester G.	West Chelmsford.
Carter, G. Douglass	Tappahannock, Va.
➤ Chandler, Lizzie M.	Kingston.
➤ Chesbrough, Charles H.	Fitchburg.
Clark, Olive M.	Boston.
➤ Clinton, John F.	Jamaica Plain
➤ Clinton, William T.	Jamaica Plain.
Cohen, Esther	Boston.
Colby, Herbert N.	Everett.
➤ Cole, Emil H.	Marlboro.
Colegrove, Theodore J.	Passaic, N. J.
Collins, John W.	Lowell.

Corey, Harry	Oxford.
Corey, Paul	Oxford.
✓ Cowles, Eunice C.	Westfield.
✓ Crowley, Willie	Hartford, Conn.
✓ Cullinane, John H.	Dracut.
✓ Danforth, Hazel	Spencer.
Daniels, Harry M.	Southbridge.
✓ Day, Harriet M.	Great Barrington.
Desmerais, Milia	Nashua, N. H.
Dodge, Charles A.	Spencer.
Donovan, James	Boston.
Dowe, Jane	Lawrence.
Dufresne, Josephine	Nashua, N. H.
Dunham, Byron J.	West Chesterfield.
Dupont, Arthur	Hudson.
✓ Eaton, Sadie M.	Revere.
✓ Ehlert, Arthur H.	South Lincoln.
✓ Fairbanks, Mabel P.	Springfield, Vt.
Fish, Ethel M.	West Barnstable.
Fiske, Walter L.	Greenfield.
Fitzsimmons, Margaret	West Manchester, N. H.
Fox, Kate E.	Boston.
French, Arthur J.	Billerica.
✓ Geddes, Isabella R.	Rutland, Vt.
Gibbons, Thomas F.	Clinton.
✓ Gifford, Frank H.	Acushnet.
Goddard, Mary C.	Spencer.
Guertin, Ethel M.	Chicopee.
Harding, Ceylon C.	Haverhill.
Harding, Mary Ann	Fall River.
✓ Harrington, Reuben N.	North Adams.
Harris, Philip	Northampton.
Heade, Helena	Worcester.
Healey, Catherine S.	Hardwick.
Hiley, George E.	Lawrence.
✓ Howard, Albert S.	Boston.
✓ Howard, Mortimer	North Brookfield.
✓ Hull, George L.	Washington, D. C.

Jarawan, Fuaad	Meshgara, Syria.
Jeffers, Nellie	Whitefield, N. H.
Jolley, Kate	Charlestown.
Kane, Margaret J.	Worcester.
Kane, Michael	Worcester.
Kane, Thomas	Worcester.
Kelley, Frank W.	Lynn.
Kent, George F.	Cambridge.
King, Minnie	Palmer.
Knox, Clara M.	Springfield.
Kremer, Joseph	Northampton.
Kuhn, Sarah A.	Pittsburgh, Pa.
Kulik, Baleslaw	Chicopee.
Ladam, Margaret	North Adams.
Ladd, Joseph D.	Medford.
Lander, Frank	Burlington, Vt.
Lanigan, Grace	Webster.
Ledoux, Louisa	Chicopee.
LeMay, Mary M.	Plainfield, Vt.
Lepine, M. Anna	Spencer.
Lombard, L. Viola	Cambridge.
Lyman, Jesse E.	East Northfield.
Macoun, Joseph	North Adams.
McCarthy, James	Marlboro.
McDermott, M. Etta	Lowell.
McMahon, J. Bennett	Lowell.
Malone, Charles T.	Wilmington, Del.
Mangold, Theresa M.	Peabody.
Manning, Alice	Lynn.
Marra, Bartholomew	Waltham.
Marston, Ruth C.	Roxbury.
Meehan, Kathleen	Boston.
Mitchell, Harry M.	Boston.
Moore, Annie B.	Revere.
Mullane, Mary	Peabody.
Mullaney, James	Worcester.
Mullen, Sarah	Boston.
Murray, Augustus	Northampton.



Nichols, Howard	Somerville.
✓ Nickerson, S. Eddie	East Harwich.
✓ Nuttall, Margaret	North Billerica.
✓ O'Connell, Joseph	Holyoke.
Otto Marie A.	Boston.
Pelz, Blanche	Poplar Bluffs, Mo.
✓ Peters, Goldie M.	Dalton.
✓ Porteous, William Jr.	Fall River.
✓ Potter, L. Belle	Groton.
✓ Powers, Fred H.	Northampton.
✓ Randall, Hattie S.	Dover, N. H.
Reardon, Elmira L.	Lawrence.
Richter, Arthur F.	Pittsfield.
Robbins, Clinton W.	Millbury.
✓ Robbins, Joseph G.	Millbury.
Robbins, A. Marion	Millbury.
Robbins, Milton W.	Millbury.
✓ Rossiter, Margaret	Taunton.
✓ Sawyer, Lillian M.	Charlemont.
✓ Scott, Bertha S.	Webster.
Severance, Mary E.	Colchester, Vt.
Slee, Harry H.	Lawrence.
Smith, Evart M.	Greenfield.
Smith, Florence	Lawrence.
Stearns, Jennie F.	Claremont, N. H.
Stone, Elsie M.	Cambridge.
Sullivan, Daniel	Springfield.
Sullivan, Lizzie	Springfield.
Sullivan, Minna	Manchester, N. H.
Sundstrom, Adina W.	Brockton.
✓ Tebbetts, Carrie A.	Portsmouth, N. H.
✓ Thayer, Frank F.	Brookline, N. H.
Thibault, Henry V.	Spencer.
✓ Thom, Clara E.	Haverhill.
Thomas, Perley E.	Athol.
Trainor, James M.	Pittsfield.
Trowt, Charles F.	Beverley.
Tuttle, J. Lewis	Chatham.

✓ Tyler, D. Louis  
Vance, Ervin T.  
Verner, Ludovic  
Vincent, Perry A.  
Wallace, Florence  
✓ Williams, C. Robert  
Wing, George W.  
✓ Winn, Charles F.  
Winn, Kate  
✓ Winslow, Alice M.  
Wright, Lillie B.  
Young, Alvah D.  
✓ Young, Ambrose E.

West Brookfield.  
Franklin, N. H.  
Spencer.  
Egremont.  
Milford.  
Amherst.  
Holyoke.  
Brockton.  
Brockton.  
Lynn.  
Gloucester.  
Haverhill.  
Chatham.

## TERMS OF ADMISSION.

This School is designed for the education of children wholly or partially deaf. All instruction is given through speech and lip-reading. The charge per year for state pupils is two hundred dollars; for private pupils three hundred dollars and for day pupils seventy-five dollars, payable semi-annually in advance, the first week of each half year. No deduction for absences, except on account of sickness. Massachusetts parents are required to pay nothing but contingent expenses such as those of sickness, travel, clothing, and the like. No State pupil will be allowed to withdraw without weighty reasons to be approved by the School Committee or by the Governor of the Commonwealth. See the law in regard to state pupils on the following page.

In Massachusetts application should be made to the Secretary of the Board of Education, State House, Boston; in other New England States, to the Governor, or to the Secretary of State. Forms of application will be furnished by the Secretary.

There are forty weeks in the school year, with a summer vacation of twelve weeks. Pupils cannot spend the vacation at the School. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Monday of September. None will be admitted at any other time, unless they are qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

*The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal, each term for incidental expenses.*

Applications and letters for information must be addressed to Miss Caroline A. Yale, Principal of the Clarke School, Northampton, Massachusetts. All payments for board and tuition should be made to the Treasurer, S. Dwight Drury, Northampton.

Visitors are admitted only on Thursday afternoons, except for special reasons to be approved by the Principal.

### Massachusetts Law in regard to Education of Deaf Mutes.

[Chap. 179.]

AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF-MUTES OR  
DEAF CHILDREN.

*Be it enacted, etc., as follows:*

SECTION 1. With the approval of the board of education, the governor may send such deaf-mutes or deaf children as he may deem fit subjects for education, for a term not exceeding ten years in the case of any pupil, to the American Asylum at Hartford, the Clarke School for

the Deaf at Northampton, or to the Horace Mann School at Boston, or to any other school for deaf-mutes in the Commonwealth, as the parents or guardians may prefer; and with the approval of the board, he may make at the expense of the Commonwealth, such provisions for the care and education of children who are both deaf-mutes and blind, as he may deem expedient. In the exercise of the discretionary power conferred by this act, no distinction shall be made on account of the wealth or poverty of the parents or guardians of such children; no such pupil shall be withdrawn from such institution or school, except with the consent of the proper authorities thereof, or of the governor, and the sums necessary for the instruction and support for such pupils in such institutions or school, shall be paid by the Commonwealth; *provided, nevertheless*, that nothing herein contained shall be held to prevent the voluntary payment of the whole or any part of such sum by the parents or guardians of said pupils.

SEC. 2. Section sixteen of chapter forty-one of the Public Statutes and chapter two hundred and forty-one of the acts of the year eighteen hundred and eighty-six are hereby repealed.

SEC. 3. This act shall take effect upon its passage.

Approved April 14, 1887.

[Chap. 226.]

AN ACT TO AMEND AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF  
DEAF-MUTES OR DEAF CHILDREN.

*Be it enacted, etc., as follows:*

SEC. 1. Upon the request of the parents or guardians, and with the approval of the state board of education, the governor may continue the schooling of meritorious deaf-mutes or deaf children of capacity and promise, beyond the existing limitation of ten years, as provided in chapter two hundred thirty-nine of the acts of the year eighteen hundred and eighty-eight, when such pupils are properly recommended therefor by the principal or other chief officer of the school of which they are members.

SEC. 2. This act shall take effect upon its passage.

Approved April 8, 1889.

[Chap. 300.]

AN ACT RELATING TO DEAF-MUTES.

*Be it enacted etc., as follows:*

SEC. 1. No beneficiary of this Commonwealth, in an institution or school for the education of Deaf-Mutes shall be withdrawn therefrom except with the consent of the proper authorities of such institution or school, or of the Governor of this Commonwealth.

SEC. 2. This act shall take effect upon its passage.

Approved May 17, 1871.



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7

THIRTY-SECOND  
ANNUAL REPORT

OF THE

Clarke School for the Deaf,

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending August 31, 1899.



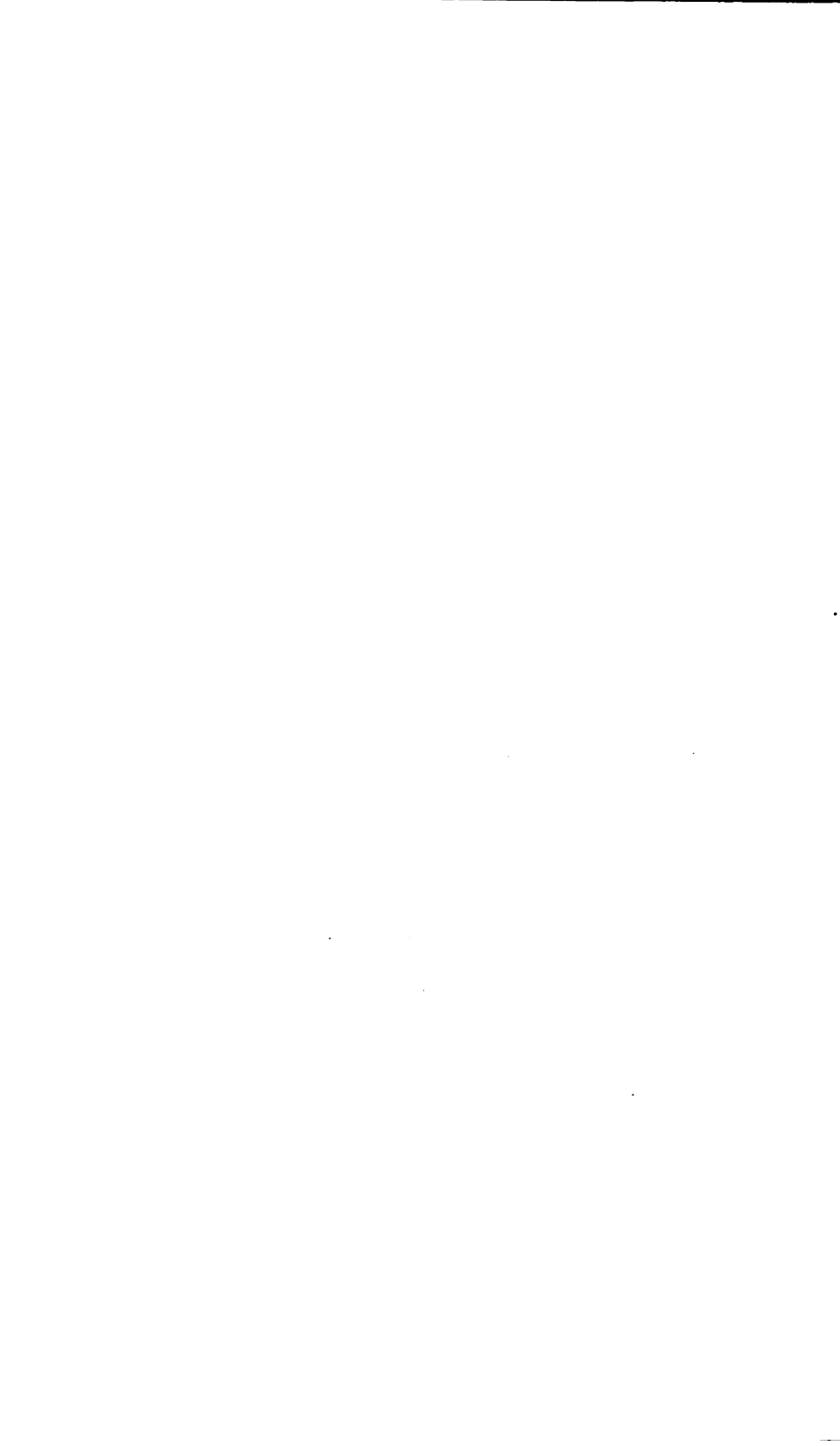
NORTHAMPTON, MASS.:  
GAZETTE PRINTING COMPANY.  
1899.















BAKER HALL.





DUDLEY HALL.









GILMORE GYMNASIUM.

THIRTY-SECOND  
ANNUAL REPORT

OF THE

Clarke School for the Deaf,

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending August 31, 1899.

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NORTHAMPTON, MASS.:  
GAZETTE PRINTING COMPANY.  
1899.

**AN ACT TO CHANGE THE NAME OF THE CLARKE INSTITUTION FOR DEAF  
MUTES.**

*Be it enacted, etc., as follows :*

**SECTION 1.** The name of the corporation now known as the Clarke Institution for Deaf Mutes in the city of Northampton, is hereby changed to that of The Clarke School for the Deaf.

**SECTION 2.** All devises, bequests, conveyances and gifts heretofore or hereafter made to said corporation by either of said names shall vest in the corporation of The Clarke School for the Deaf.

**SECTION 3.** This act shall take effect upon its passage.

Approved February 12, 1896.

Exchange  
New York  
State Library  
JUN 28 '34

## Officers and Corporators.

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### **PRESIDENT.**

**FRANKLIN CARTER.**

### **VICE-PRESIDENTS.**

**FRANK B. SANBORN.**

**WILLIAM P. STRICKLAND.**

### **CLERK.**

**EDWARD B. NIMS, M. D.**

### **TREASURER.**

**S. DWIGHT DRURY.**

### **AUDITOR.**

**WILLIAM P. STRICKLAND.**

### **CORPORATORS.**

**FRANK B. SANBORN, Concord.**

**WILLIAM P. STRICKLAND, Northampton.**

**FRANKLIN CARTER, Williamstown.**

**EDWARD B. NIMS, M. D., Springfield.**

**FRANKLIN BONNEY, M. D., Hadley.**

**JAMES MADISON BARKER, Pittsfield.**

**JOHN C. HAMMOND, Northampton.**

**LAURA D. GILL, Northampton.**

**TIMOTHY G. SPAULDING, Northampton.**

**GEORGE F. MILLS, Amherst.**

**G. STANLEY HALL, Worcester.**

**ALEXANDER GRAHAM BELL, Washington, D. C.**

### **EXECUTIVE COMMITTEE.**

**FRANKLIN BONNEY, Chairman.**

**JOHN C. HAMMOND,**

**EDWARD B. NIMS,**

**GEORGE F. MILLS.**

**TIMOTHY G. SPAULDING..**

### **FINANCE COMMITTEE.**

**JOHN C. HAMMOND, Chairman.**

**TIMOTHY G. SPAULDING.**

**ALEXANDER GRAHAM BELL.**

# Officers of the Clarke School

From its Organization to the Present Time.

JULY 15, 1867—OCTOBER 11, 1899.

## PRESIDENTS.

	<i>Elected.</i>	<i>Retired.</i>
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	1883
LEWIS J. DUDLEY,	1883	1896
FRANKLIN CARTER,	1896	

## CORPORATORS BY ACT OF INCORPORATION.

	<i>Elect'd.</i>	<i>Ret'd.</i>		<i>Elect'd.</i>	<i>Ret'd.</i>
*OSMYN BAKER,	1867	1875	THEODORE LYMAN,	1867	1868
*WILLIAM ALLEN,	1867	1891	*HORATIO G. KNIGHT,	1867	1895
*LEWIS J. DUDLEY,	1867	1896	*JOSEPH A. POND,	1867	1867
*JULIUS H. SEELYE,	1867	1887	WILLIAM CLAFLIN,	1867	1873
*GEORGE WALKER,	1867	1876	*JAMES B. CONGDON,	1867	1879
*GARDINER G. HUBBARD,	1867	1897	*THOMAS TALBOT,	1867	1895

## CORPORATORS BY ELECTION.

JOSEPH H. CONVERSE,	1868	1870	EDWARD B. NIMS,	1885	
*JONATHAN H. BUTLER,	1868	1868	*FRANCIS H. DEWEY,	1886	1888
F. B. SANBORN,	1868		FRANKLIN BONNEY,	1887	
*J. HUNTINGTON LYMAN,	1870	1877	*CHARLES MARSH,	1888	1891
*SAMUEL A. FISKE,	1873	1884	JAS. MADISON BARKER,	1889	
*HENRY WATSON,	1875	1891	JOHN B. CLARK,	1891	1896
*CHARLES DELANO,	1877	1883	JOHN C. HAMMOND,	1892	
EDWARD HITCHCOCK,	1877	1887	LAURA D. GILL,	1894	
JOHN D. LONG,	1880	1883	TIMOTHY G. SPAULDING,	1896	
WM. P. STRICKLAND,	1883		GEORGE F. MILLS,	1896	
FRANKLIN CARTER,	1884		G. STANLEY HALL,	1896	
			A. GRAHAM BELL,	1898	

## TREASURERS.

OSMYN BAKER,	1867	1869	S. DWIGHT DRURY,	1896
LAFAYETTE MALTBY,	1869	1896		

## PRINCIPALS.

HARRIET B. ROGERS,	1867	1886	CAROLINE A. YALE,	1886
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## ASSOCIATE PRINCIPALS.

CAROLINE A. YALE,	1873	1886	*ALICE E. WORCESTER,	1886	1889
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## STEWARDS.

HENRY J. BARDWELL,	1870	1883	ROBERT B. WEIR,	1897
FREEMAN C. CARVER,	1883	1897		

\*Deceased.

# Officers and Instructors, 1899-1900.

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## PRINCIPAL.

CAROLINE A. YALE.

## GRAMMAR DEPARTMENT.

### INSTRUCTORS.

RUTH WITTER,	CAROLINE B. DANIELS,
KATHARINE FLETCHER,	RACHEL M. WILCOX,
MARY E. EVERETT,	M. JANE NEWCOMB.
CLARA W. LATHROP, Teacher of Drawing.	
BESSIE S. LATHROP, Teacher of Wood Carving.	
HELEN E. BROOKS, Teacher of Gymnastics.	

MARY L. ROOT, Matron.

SARAH R. HASKINS, Supervisor. LILLIAN C. LENTELL, Supervisor

## INTERMEDIATE DEPARTMENT.

### INSTRUCTORS.

FRANCES W. GAWITH, Teacher in Charge.	
ALICE M. FIELD,	CORA L. BLAIR,
ABBY T. BAKER,	J. EVELYN WILLOUGHBY,
	EMILY A. BABB.
ANNA U. WAHLBERG, Teacher of Sloyd.	

MARY SMITH, Matron.

ELIZABETH A. CUMMINGS, Supervisor.

GERTRUDE DUNHAM, Supervisor.

MARY L. NOTT, Supervisor.

## PRIMARY DEPARTMENT.

### INSTRUCTORS.

BESSIE N. LEONARD, Teacher in Charge.	
JULIA E. GROSVENOR,	GERTRUDE L. DUSTAN,
MARTHA R. STANNARD,	EDITH SMITH,
HELEN G. THROCKMORTON.	

ADELINE E. PEASE, Matron.

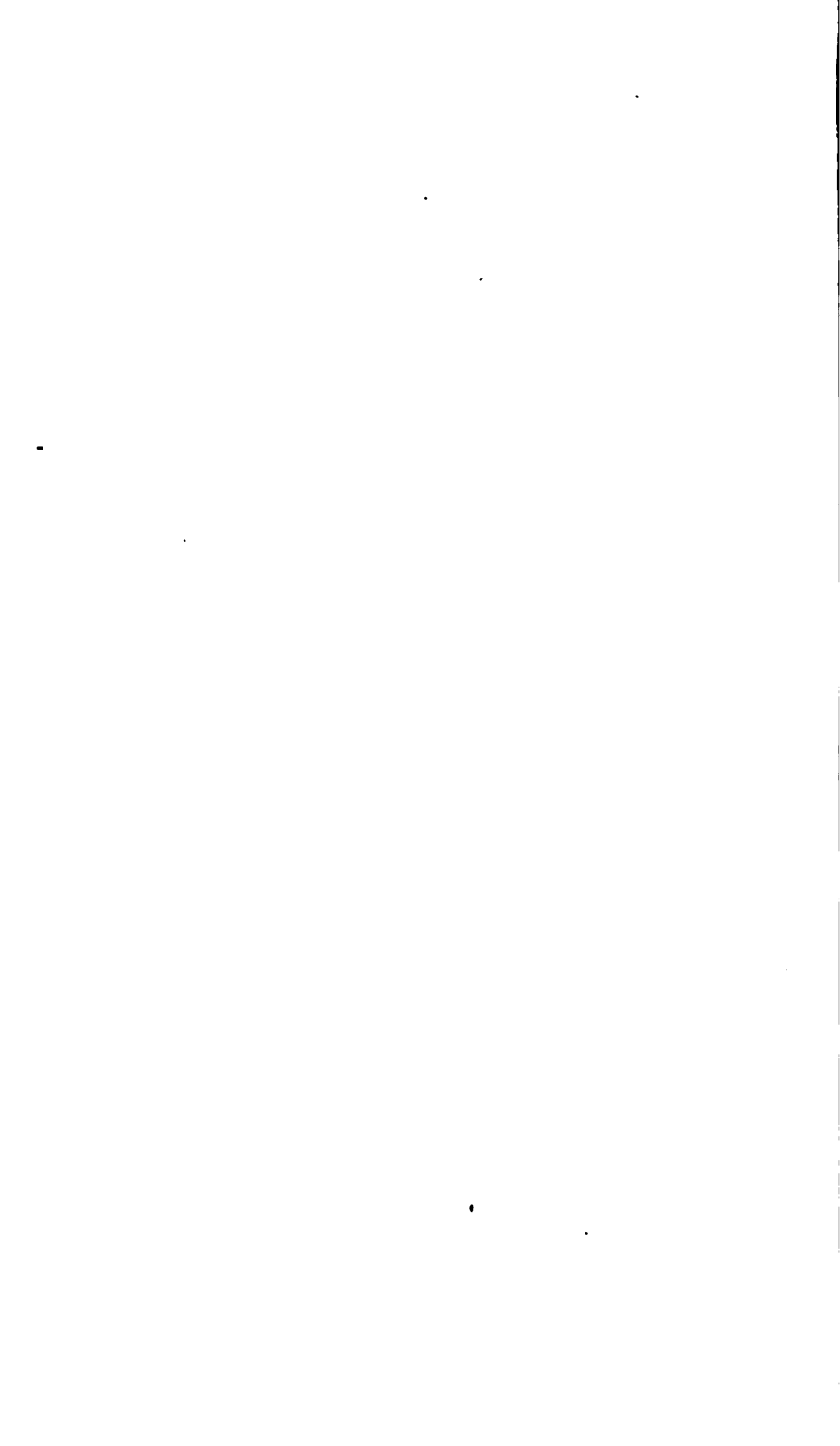
KATHERINE A. BOYCE, Supervisor. JENNIE M. ROGERS, Supervisor.

SUSIE HILLIARD, Supervisor. MARY J. EDDY, Supervisor.

ROBERT B. WEIR, Steward.

WALLACE B. BLANDIN, Instructor in Cabinet Shop.

CHARLES H. DUNNING, Engineer.



## Report for the Corporation.

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### *To the Massachusetts Board of Education :*

The number of pupils in the Clarke School during the last year has been 152 ; of these, 129 were supported by the State of Massachusetts, 8 by Vermont, and 9 by New Hampshire. There were six private pupils. Only one student was graduated in June. The health of the pupils has been usually good, and the work of the school altogether successful throughout the year.

The Annual Session of The American Association to Promote the Teaching of Speech to the Deaf was held this year in Northampton, in the assembly room of the Clarke School. Teachers were present from all parts of the country, and interesting papers were presented in relation to the problems which confront those who are engaged in this difficult work. There is something inspiring in the thought that although only 120 years have elapsed since Heinecke gathered deaf pupils together into the first home with the hope of imparting to them some power of speech, in the United States alone there are now upwards of eighty schools in which efforts are made to impart some knowledge of speech to the deaf. The number of pupils to whom such instruction is to-day given, in our country, cannot be much less than 6,000. Of all the papers presented at this year's session of the association, none excited greater interest than that of Mr. A. Lincoln Fechheimer of Cincinnati, who was graduated from the Clarke School in 1891. Mr. Fechheimer was enabled, by means of the



equipment received at this school, to prepare himself by a three years' course in a Technical School in Cincinnati to enter the School of Mines in Columbia University, from which he was graduated this summer with the degree of Bachelor of Science. No one who heard or who reads the paper of Mr. Fechheimer can fail to be impressed by his knowledge of English. Director Walter of the Imperial Institution at Berlin, who is profoundly versed in the history of the oral teaching of the deaf, says distinctly that it cannot be expected that a deaf person can gain the "clearness, scope and harmony of tone (wohlklang)" in the use of speech that a hearing person secures. This position is undoubtedly correct, but the language of young Fechheimer evinces a considerable mastery of English. The discipline secured by the efforts and study necessary for him to obtain such a power over English contributed largely to his success in his studies later undertaken. He lays great emphasis upon the necessity of attaining the power to express thought readily and well if a deaf person would secure, as he did, the benefit of a school where pupils have the use of all their senses. "I remember well," he says, "what a year of revelations my first year at the hearing school was," and affirms that the training secured at Northampton alone made it possible for him to take a place in the world with the normally endowed. The testimony which he thus gives to the service of the Clarke School and similar institutions is most impressive. A sentence from his address, well suited for repetition here, will exhibit better than any description can the value of his testimony. They are the words of one whose lips have been unsealed by the touch of patient love. "I cannot stop without thanking you one and all for what you have done for me. I am sure that in the future it will be no uncommon thing to see a deaf person in a hearing school or university, which (result) will be entirely due to your labors." While we may expect that not many of our pupils will be found endowed with qualities fitting them for the attainment of a university degree, the success of this

young man, based primarily on his studies in the Clarke School, discloses the magnitude of the service possible to be rendered by this school to the more gifted of its pupils.

I called attention in my report last year to the fact that owing to the generous donation of Mr. John Clarke, it had been possible for the State to secure the advantages of a good home and excellent oral teaching at Northampton at less than the actual cost. The total amount expended by the school since its incorporation in 1867, for the benefit of deaf children in Massachusetts, for which no return has been made by the State, cannot be less than \$250,000. The time may reasonably come, if this debt continues to grow, when the State may be asked to add something to the equipment of the School. But this year we record with gratitude that another citizen of Massachusetts, Mr. E. W. Gilmore of North Easton, moved to a deep interest by the education of a grand-child, a pupil in the school, has with his wife erected and furnished a gymnasium for the physical development of the children gathered here. The cost of this building with equipment will be about \$15,000.

A question of much importance to all interested in the education of the deaf, is that of making a distinction between those having good mental powers, and the feeble-minded. Differences of mental capacity no less wide occur among deaf children than among those endowed with all the senses. It is thought to be unavoidable to put feeble-minded children into schools by themselves, when they have the full tale of the senses. If the great work of imparting speech to the deaf child as a foundation for education is to be added to that of awakening sluggish or very limited powers, the necessity for separate instruction would seem to be still more apparent. The cost of such supervision need not be very great. Possibly one well trained teacher at Baldwinville and one at Waltham would meet all the requirements for years. It is easily seen that the reluctance to remove a pupil of feeble capacity from the Clarke School will be great so long as there is no school to which such a pupil can properly be sent to learn

speech. The loss both to the teachers and to the other pupils occasioned by the presence of one such child in a class can hardly be measured. If, however, there was one trained teacher in each of the schools for the feeble-minded, supported by the State, the wisest provision for such pupils would be at hand, and the reluctance of the teachers at the Clarke School to remove such a pupil would have no justification, even in sentiment. The Board of Education and the Trustees of the Schools for the feeble-minded may well take this subject into consideration.

Respectfully submitted,

FRANKLIN CARTER.

## RECEIPTS AND EXPENDITURES

OF THE CLARKE SCHOOL FOR THE DEAF FOR THE YEAR  
ENDING AUGUST 31ST, 1899.

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### RECEIPTS.

Income from :

Permanent Funds	\$15,615 83
State Pupils, Mass., Vt., N. H.,	30,975 34
Private Pupils,	1,100 00
Normal Pupils,	400 00
Miscellaneous,	2 54
	————— \$48,093 71

### EXPENDITURES.

For Groceries and Provisions,	\$14,774 35
Salaries and Wages,	23,191 76
Repairs and Furnishing,	3,787 65
Fuel and Light,	1,552 90
Cabinet Shop,	445 99
Miscellaneous (including changes in heating plant)	5,184 69
	————— \$48,937 35



## Principal's Report.

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*To the Board of Corporators of the Clarke School:*

GENTLEMEN :—The following report is submitted for the year ending August 31, 1899. The number of pupils present during the year was 152. These were about equally divided between the three departments—Primary, 51; Intermediate, 53; Grammar, 48. The general health of the school was good, the only serious illness being in the Primary Department where there were five cases of diphtheria. These were removed to our Grove Hospital and cared for by trained nurses. The most scientific treatment was employed with the result that in every case the child made a most satisfactory recovery.

In general, the work of the school has been carried on much as during previous years. In May, Miss Charlotte Lee, who had been teaching in the Grammar School Department since the opening of the year, was forced to give up work on account of ill health. At the close of the year Miss Eva M. North, who had taught in the Primary for the last two years, left to be married. The return of Miss Helen G. Throckmorton will fill the place left vacant by Miss North, and Miss M. J. Newcomb, a graduate of the New Britain Normal School, has been engaged for the vacancy in the Grammar Department. The results obtained in the cabinet shop under the instruction of Mr. Blandin, and in the Sloyd room under Miss Wahlberg, fully realized the hopes expressed a year ago. We are certain that the character of the instruction during the year was most satisfactory and that the foundations of a valuable system of

manual training are being laid. In drawing during the last half of the year, a considerable number of the pupils were instructed in the Japanese system of brush work. Previous to this all their work in drawing had been in black and white from casts and studies in still life. The results of introducing work in color were most satisfactory and the amount of enthusiasm aroused was very gratifying.

At the close of the year a single pupil, Albert Sidney Howard, of Boston, was graduated, and four young women completed the course in the Teachers' Training Class:—Miss Edith M. Buell, Miss Mabel G. Eddy, Miss Frances E. P. Hinkley and Miss Mabel K. Jones.

No event in the history of the school for many years has aroused such enthusiastic delight as the beautiful gift of our friends Mr. and Mrs. Gilmore. The gymnasium building is itself most attractive and most complete in all its appointments. The lower floor contains a fine bowling alley, cloak rooms, instructor's room and lavatories with shower baths. On the upper floor is the gymnasium proper with running-track. The apparatus is largely that of the Swedish method and is of the best grade. Miss Helen E. Brooks, the teacher engaged to take charge of the gymnasium work, is a graduate of the Boston Normal School of Gymnastics and has had experience in teaching. The Gilmore Gymnasium, with its admirable equipment, must prove an invaluable adjunct to our work, for which the pupils and their parents as well as the officers of the school are most deeply grateful.

During the year the school library has received two most valuable additions: the thirty volumes of the Warner "Library of the World's Best Literature," the gift of Mr. and Mrs. Charles Crane of Chicago, and a fine edition of the "Messages and Papers of the Presidents," the gift of Miss Minna Sullivan, a recent graduate of our school.

The gift of a set of the Washburn drawing desks for the Grammar School has added much to the convenience and success of work in that department. During the year pictures for our three dining rooms, as well as additional

ones for our school rooms, have been presented to the school by the teachers in charge of the departments. Aside from the pleasure which such gifts afford, too high an estimate cannot be placed upon their educational value.

The American Association to Promote the Teaching of Speech to the Deaf, which by your invitation held its Sixth Summer Meeting here, was in session June 22-28 inclusive. The number in attendance, including the members of our own school, was over 300. The programme of the meeting was as follows :

#### THURSDAY, JUNE 22.

##### 10.30 A. M.—OPENING SESSION.

###### ADDRESSES OF WELCOME.

Hon. F. B. SANBORN, Vice-President Corporation of Clarke School.

J. H. CARFREY, Superintendent of Public Schools, Northampton.

Dr. L. CLARK SEELYE, President of Smith College.

ADDRESS BY THE PRESIDENT—Dr. ALEXANDER GRAHAM BELL.

EVENING.—RECEPTION.

#### FRIDAY, JUNE 23.

##### 9.30 A. M.—SCHOOL-ROOM WORK.

(Two classes in each department—the Primary in Dudley Hall, the Intermediate in Baker Hall, the Grammar in Clarke Hall.)

##### 11 to 1.—LECTURES AND PAPERS.

###### The Teacher and the State :

Prof. JOHN M. TYLER. Amherst College.

###### University Experiences :

A. LINCOLN FECHHEIMER.

###### Kindergarten Work in Schools for the Deaf :

EDWARD C. RIDER, Malone, N. Y.

###### Pictures, and How to Use them :

Miss FLORENCE MCDOWELL, Philadelphia, Pa.

###### The Use and Abuse of Pictures :

Miss MARGARET STEVENSON, Jacksonville, Ill.

EVENING—Reading by Mr. GEORGE W. CABLE.



## SATURDAY, JUNE 24.

9.30 A. M.—SCHOOL-ROOM WORK.

11 to 1.—LECTURES AND PAPERS.

Laws of Pedagogy: Prof. WM. A. CLARK, Harvard University,  
Speech as a Medium of Thought:

Miss MABEL ELLERY ADAMS, Boston, Mass.

The Relation of Language Teaching by Oral Methods to Mental  
Development: S. G. DAVIDSON, Philadelphia, Pa.

The Association Magazine: F. W. BOOTH, Philadelphia, Pa.

EVENING.—Lecture—Habitual Hearing:

Dr. CLARENCE J. BLAKE, Boston.

## MONDAY, JUNE 26.

9.30 A. M.—SCHOOL-ROOM WORK.

11 to 1. LECTURES AND PAPERS.

Some Recent Phases of Educational Thought:

THOMAS M. BALLIET, Supt. of Schools, Springfield.

Memory in Education: WESTON JENKINS, Trenton, N. J.

Rhythm as an Aid in Voice-Training:

Miss SARAH ALLEN JORDAN, Boston.

The Walls of our School-Rooms:

Miss CORA R. PRICE, Philadelphia, Pa.

EVENING.—Illustrated Lecture on Japan: Dr. A. G. BELL.

## TUESDAY, JUNE 27.

9.30 A. M.—SCHOOL-ROOM WORK.

11 to 1.—LECTURES AND PAPERS.

Nature Study and Elementary Science:

Prof. ARTHUR C. BOYDEN, Normal School, Bridgewater.

What shall we do with our Feeble-minded Pupils?

Dr. A. L. E. CROUTER, Philadelphia, Pa.

Voice-Culture:

Miss ANNA C. ALLEN, Fulton, Mo.

How to Correct Defective Articulation:

Miss ELLA SCOTT, Mystic, Conn.

EVENING.—Business Meeting. Musical Entertainment.

## WEDNESDAY, JUNE 28.

9.30 A. M.—SCHOOL-ROOM WORK.

11 to 1.—LECTURES AND PAPERS.

A Few Books: Miss KATHARINE FLETCHER, Northampton.

\*Physical Training and Games:

Prof. HARTVIG NISSEN, Director Physical Training  
Boston Public Schools.

CLOSING EXERCISES.

In the absence of President Carter in Europe, Mr. Sanborn welcomed the members of the Association. Mr. Sanborn's long connection with our own school, and with the Oral Method of teaching the deaf in this country, made it eminently fitting that he should be the one to do this.

The growing tendency of educators of the deaf to look for aid and inspiration to the same sources as the teachers of normal children is indicated by the presence on this programme of such names as Dr. Tyler, Dr. Clark, Dr. Blake, Dr. Balliet and Professor Boyden—names eminent in the general educational world. Suggestive papers were read by members of our own profession on subjects more intimately connected with the teaching of the deaf. Of very great interest to us was the paper by Mr. A. Lincoln Fechheimer of Cincinnati, a former pupil in this school, graduated last June from Columbia University with the degree of Bachelor of Science. In this connection we quote from Miss Fletcher's most admirable paper on literature for boys and girls read before the Association:

"It is good that even a few persons whose studies must be carried on in the face of such difficulties should be able to get their share of the best that our highest schools, our one college for the deaf and our various colleges and universities for the hearing, have to offer to the most favored youth of the nation—good, exceedingly good for them, and

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\*Prof. Nissen being unable to fulfil his engagement, Miss Dora Donald, of South Dakota, was persuaded to give an account of her work with Linnie Haguewood, her deaf-blind pupil.

a perpetual and measureless inspiration to all of us ; but, after all, our deepest reason for rejoicing lies in the fact that 'the larger hope' is for the many and not for the few. Scientists tell us that every drop of water down in the depths of the ocean is stirred by the mysterious force which lifts the tidal wave high up on the land ; so every onward movement in the uplifting of any class in society is sure to affect the individuals in that class from the top to the bottom. A higher ideal for the highest means a higher ideal for the lowest ; and herein is the full significance of the change which the years have wrought. It is not that here and there an exceptional climber has reached the mountain top, but that the great multitudes are a little farther up.

To only a very few teachers is the privilege vouchsafed of having anything to do directly with the higher education of the deaf. The great majority of us are engaged in very elementary work, but it is good to feel that we are making it possible for somebody else to go on with a certain number of our pupils from the point where we stop, and build up the fair fabric of an education which shall include a considerable acquaintance with the world's great literature. It is better still to feel that what is so good for the future collegian is just as good for the child who drops school work when he says good-bye to us. Indeed, it is his duller life which stands, perhaps, in the greater need of the imaginative quickening, relatively small though it be, which will result from any comprehension of even a few of the masterpieces of the human imagination."

Two classes were retained for school-room work in each department. Professor E. A. Fay, the Editor of the *American Annals of the Deaf*, in his report of the meeting said : "The most valuable of all the exercises of the meeting was perhaps the class-room work of the Clarke School. Few teachers have the opportunity to see any school—scarcely, indeed, any class—except their own during term time, and the opportunity of observing the methods of instruction pursued in such an admirable oral

school as the one at Northampton was highly appreciated. During the hour and a half of each day devoted to this purpose, the teachers and pupils of the Clarke School in six class rooms of different grades illustrated the ordinary work or the review work of the year, and the rooms were constantly crowded with teachers from other schools, who for the time being became eager learners. For this opportunity, and for that of examining at all hours the excellent illustrative material with which the school rooms and library are equipped, much of it the work of the teachers themselves, as well as for many courtesies during the meeting, the members of the Association are greatly indebted to the Principal and teachers of Clarke School."

The presence of Mrs. Gardiner G. Hubbard throughout the meeting of the Association here was a touching and beautiful assurance that her interest in the work of the Association—and we believe also in that of our own school—has not ended with the close of the life which Mrs. Hubbard's own words so well sketched for the Sabbath evening memorial services. Always in fullest sympathy with all the varied interests of Mr. Hubbard's busy life, she still keeps active connection with them, carrying forward in every possible way his work.

A number of graduates of the school now pursuing higher courses of study in hearing schools and two of Miss Rogers' Chelmsford pupils (who later graduated from this school), were among our guests and added much to the interest of the meeting. Miss Rogers was present throughout the session evincing the keenest appreciation of all new developments in the work whose inauguration she herself so largely aided.

Respectfully submitted,

CAROLINE A. YALE.

October 11, 1899.

## Courses of Study.

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### *Primary Department.*

Exercises for the Cultivation of Sight and Touch.  
Articulation.  
Writing.  
English.

### *Intermediate Department.*

Articulation.  
Writing.  
English.  
Arithmetic—(the four elementary rules).  
Geography—(preparatory).

### *Grammar Department.*

Articulation.  
English.  
Arithmetic.  
Geography.  
History of the United States.  
General History.  
Civil Government.  
English Literature.  
Physical Geography.  
Physiology.  
Zoology.  
Experiments in Natural Philosophy and Chemistry.  
Drawing.  
Wood Carving.

More advanced work in studies of the Grammar Department with Astronomy, Geology, Botany, Algebra and Geometry, constitute the High Course.

## Catalogue of Pupils.

---

Alden, Sarah E.  
Anderson, Arthur W.  
Backus, Howard L.  
Bailey, Mary L.  
Ball, Amos E.  
Bass, Fannie E.  
Bennette, Cedric E.  
Benoit, Blanche  
Bilodeau, Henry  
Bishop, Ethel  
Bowden, Helena  
Blanchard, Louis  
Brightman, William G.  
Bromley, Emily S.  
Brooks, Stella M.  
Brooks, Thomas M.  
Brown, Sarah J.  
Buchanan, M. Eugenie  
Carlson, Frank E.  
Carlson, Daisy A.  
Carson, G. Clifford  
Carter, Chester G.  
Carter, G. Douglass  
Chandler, Lizzie M.  
Chapin, Frederick  
Chesbrough, Charles H.  
Cohen, Esther  
Colby, Herbert N.

Greenwich.  
Worcester.  
Colchester, Conn.  
Merrimacport.  
Somersworth, N. H.  
West Randolph, Vt.  
Boston.  
Somerville.  
Lowell.  
Lynn.  
Beverly.  
Holyoke.  
Westport.  
New Bedford.  
Hartford, Vt.  
Medford.  
Hanover.  
Waltham.  
Brockton.  
Brockton.  
Marlboro.  
West Chelmsford.  
Tappahannock, Va.  
Kingston.  
Norwood.  
Fitchburg.  
Boston.  
Everett.

Cole, Emil H.	Marlboro.
Colegrove, Theodore J.	Passaic, N. J.
Collins, John W.	Lowell.
Coneys, Matthew L.	Boston.
Coon, James B.	East Boston.
Corey, Harry	Oxford.
Cowles, Eunice C.	Westfield.
Crowley, Willie	Hartford, Conn.
Danforth, A. Hazel	Spencer.
Daniels, Harry M.	Southbridge.
Day, George W.	Great Barrington.
Desmerais, Milia	Nashua, N. H.
Dodge, Charles A.	Spencer.
Donovan, James	Boston.
Dowe, Jane	Lawrence.
Dufresne, Josephine	Nashua, N. H.
Dupont, Arthur	Hudson.
Eaton, Grace	Haverhill.
Ellard, John W.	Marlboro.
Fairbanks, Mabel P.	Springfield, Vt.
Finn, Rhetta	Northampton.
Fish, Ethel M.	West Barnstable.
Fitzsimmons, Margaret	West Manchester, N.H.
Fox, Kate E.	Boston.
Fraser, Emil	Nashua, N. H.
Garside, Joseph	Fall River.
Geddes, Isabella R.	Quincy.
Gibbons, Thomas F.	Clinton.
Gifford, Frank H.	Acushnet.
Gilmore, Wallace S.	North Easton.
Goddard, Mary C.	Spencer.
Greenlaw, Harry N.	Boston.
Guertin, Ethel M.	Chicopee.
Harding, Ceylon C.	Haverhill.
Harding, Mary A.	Fall River.
Harris, Philip	Northampton.
Heade, Helena	Worcester.
Healey, Catherine S.	Hardwick.

Hiley, George E.  
Howard, Albert S.  
Jarawan, Fuaad  
Jeffers, Nellie P.  
Jolley, Kate  
Kane, Margaret J.  
Kane, Michael  
Kelley, Frank W.  
Kent, George F.  
King, Samuel  
Kremer, Joseph  
Kulik, Baleslaw  
Ladam, Margaret  
Ladd, Joseph D.  
Lander, Frank  
Lanigan, Grace L.  
Ledoux, Louisa  
Lepine, M. Anna  
Lyman, Jesse E.  
Lyons, Julia C.  
Macoun, Joseph  
Maguire, Jennie  
McCarthy, James  
McConchie, Walter  
McCue, Thomas  
McGeever, Myles S.  
McMahon, J. Bennett  
Manning, Alice  
Marra, Bartholomew  
Marsh, Hattie E.  
Marston, Ruth C.  
Mitchell, Harry M.  
Molleur, Laura  
Mousette, Rosa M.  
Mullane, Mary  
Mullaney, James  
Murray, Augustus  
Nickerson, S. Eddie

Lawrence.  
Boston.  
Meshgara, Syria.  
Whitefield, N. H.  
Medford.  
Worcester.  
Worcester.  
Lynn.  
Cambridge.  
Fall River.  
Northampton.  
Chicopee.  
North Adams.  
Medford.  
Burlington, Vt.  
Webster.  
Chicopee.  
Spencer.  
East Northfield.  
North Brookfield.  
North Adams.  
Spencer.  
Marlboro.  
Braintree.  
Lowell.  
Lowell.  
Lowell.  
Lynn.  
Waltham.  
Irving.  
Roxbury.  
Boston.  
Lowell.  
Spencer.  
Peabody.  
Worcester.  
Northampton.  
East Harwich.



Nuttall, Margaret  
O'Brien, George  
O'Connell, Joseph  
Pelz, Blanche  
Peters, Goldie M.  
Potter, L. Belle  
Powers, Fred H.  
Radley, Annie  
Richards, Wm. Jr.  
Richter, Arthur F.  
Robbins, Clinton W.  
Robbins, Joseph G.  
Robbins, A. Marion  
Robbins, Milton W.  
Robinson, Susan M.  
Rock, Raymond A.  
Rogers, James H.  
Rossiter, Margaret  
Sawyer, Lillian M.  
Scott, Bertha S.  
Severance, Mary E.  
Shores, Sadie E.  
Slee, Harry H.  
Smith, Evert M.  
Smith, Florence  
Stanley, Nancy M.  
Stearns, Jennie F.  
Stone, Elsie M.  
Sullivan, Daniel  
Sullivan, Lizzie  
Sundstrom, Adina W.  
Thayer, Frank F.  
Thibault, Henry V.  
Thomas, Perley E.  
Trowt, Charles F.  
Tuttle, J. Lewis  
Verner, Ludovic  
Vincent, Perry A.

North Billerica,  
Chicopee.  
Holyoke.  
Poplar Bluff, Mo.  
Dalton.  
Groton.  
Northampton.  
Neponset.  
Quincy.  
Pittsfield.  
Millbury.  
Millbury.  
Millbury.  
Millbury.  
Amherst.  
Springfield.  
Manchester, N. H.  
Taunton.  
Charlemont.  
Webster.  
Colchester, Vt.  
Amherst.  
Lawrence.  
Greenfield.  
Lawrence.  
St. Johnsbury, Vt.  
Claremont, N. H.  
Cambridge.  
Springfield.  
Springfield.  
Brockton.  
Brookline, N. H.  
Spencer.  
Athol.  
Beverly.  
Chatham.  
Spencer.  
Great Barrington.

Walker, Carlotta	Chester, Vt.
Wallace, Florence E.	Milford.
Ware, Stephen C.	Milton.
Williams, Robert C.	Belchertown.
Winn, Charles F.	Brockton.
Winn, Kate	Brockton.
Wright, Lillie B.	Gloucester.
Wright, F. Grace	Gloucester.
Young, Alvah D.	Haverhill.
Young, Ambrose E.	Chatham.

## TERMS OF ADMISSION.

This School is designed for the education of children wholly or partially deaf. All instruction is given through speech and lip-reading. The charge per year for private pupils is three hundred dollars and for day pupils seventy-five dollars, payable semi-annually in advance, the first week of each half-year. No deduction for absences, except on account of sickness. Parents residing in Massachusetts are required to pay nothing but the contingent expenses of their children such as those of sickness, travel, clothing, and the like. No State pupil will be allowed to withdraw without weighty reasons to be approved by the Committee on Instruction or by the Governor of the Commonwealth. See the law in regard to state pupils on the following page.

In Massachusetts application should be made to the Secretary of the Board of Education, State House, Boston; in other New England States, to the Governor, or to the Secretary of State. Forms of application will be furnished by the Secretary.

There are forty weeks in the school year, with a summer vacation of twelve weeks. Pupils cannot spend the vacation at the school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Monday of September. None will be admitted at any other time, unless they are qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

*The pupils should bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal each term for incidental expenses.*

Applications and letters for information must be addressed to Miss Caroline A. Yale, Principal of the Clarke School, Northampton, Massachusetts. All payments for board and tuition should be made to the Treasurer, S. Dwight Drury, Northampton.

Visitors are admitted only on Thursday afternoons, except for special reasons to be approved by the Principal.

**Massachusetts Law in regard to Education of Deaf Mutes.**

[Chap. 179.]

**AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF DEAF-MUTES OR  
DEAF CHILDREN.***Be it enacted, etc., as follows :*

SECTION 1. With the approval of the board of education, the governor may send such deaf-mutes or deaf children as he may deem fit subjects for education, for a term not exceeding ten years in the case of any pupil, to the American Asylum at Hartford, the Clarke School for the Deaf at Northampton, or to the Horace Mann School at Boston, or to any other school for deaf-mutes in the Commonwealth, as the parents or guardians may prefer ; and with the approval of the board he may make at the expense of the Commonwealth, such provisions for the care and education of children who are both deaf-mutes and blind, as he may deem expedient. In the exercise of the discretionary power conferred by this act, no distinction shall be made on account of the wealth or poverty of the parents or guardians of such children ; no such pupil shall be withdrawn from such institution or school, except with the consent of the proper authorities thereof, or of the governor, and the sums necessary for the instruction and support for such pupils in such institution or school, shall be paid by the Commonwealth ; *provided, nevertheless*, that nothing herein contained shall be held to prevent the voluntary payment of the whole or any part of such sum by the parents or guardians of said pupils.

SEC. 2. Section sixteen of chapter forty-one of the Public Statutes and chapter two hundred and forty-one of the acts of the year eighteen hundred and eighty-six are hereby repealed.

SEC. 3. This act shall take effect upon its passage.

Approved April 14, 1887.

[Chap. 226.]

**AN ACT TO AMEND AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF  
DEAF-MUTES OR DEAF CHILDREN.***Be it enacted, etc., as follows :*

SEC. 1. Upon the request of the parents or guardians, and with the approval of the state board of education, the governor may continue the schooling of meritorious deaf-mutes or deaf-children of capacity and promise, beyond the existing limitation of ten years, as provided in chapter two hundred thirty-nine of the acts of the year eighteen

## TERMS OF ADMISSION.

This School is designed for the education of children wholly or partially deaf. All instruction is given through speech and lip-reading. The charge per year for private pupils is three hundred dollars and for day pupils seventy-five dollars, payable semi-annually in advance, the first week of each half-year. No deduction for absences, except on account of sickness. Parents residing in Massachusetts are required to pay nothing but the contingent expenses of their children such as those of sickness, travel, clothing, and the like. No State pupil will be allowed to withdraw without weighty reasons to be approved by the Committee on Instruction or by the Governor of the Commonwealth. See the law in regard to state pupils on the following page.

In Massachusetts application should be made to the Secretary of the Board of Education, State House, Boston; in other New England States, to the Governor, or to the Secretary of State. Forms of application will be furnished by the Secretary.

There are forty weeks in the school year, with a summer vacation of twelve weeks. Pupils cannot spend the vacation at the school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Monday of September. None will be admitted at any other time, unless they are qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

*The pupils should bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal each term for incidental expenses.*

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Visitors are admitted only on Thursday afternoons, except for special reasons to be approved by the Principal.

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SEC. 2. Section sixteen of chapter forty-one of the Public Statutes and chapter two hundred and forty-one of the acts of the year eighteen hundred and eighty-six are hereby repealed.

SEC. 8. This act shall take effect upon its passage.

Approved April 14, 1887.

[Chap. 226.]

**AN ACT TO AMEND AN ACT TO PROVIDE FOR THE FREE INSTRUCTION OF  
DEAF-MUTES OR DEAF CHILDREN.***Be it enacted, etc., as follows :*

SEC. 1. Upon the request of the parents or guardians, and with the approval of the state board of education, the governor may continue the schooling of meritorious deaf-mutes or deaf-children of capacity and promise, beyond the existing limitation of ten years, as provided in chapter two hundred thirty-nine of the acts of the year eighteen

hundred and eighty-eight, when such pupils are properly recommended therefor by the principal or other chief officer of the school of which they are members.

SEC. 2. This act shall take effect upon its passage.

Approved April 8, 1889.

Chap. 300.]

AN ACT RELATING TO DEAF-MUTES.

*Be it enacted, etc., as follows :*

SEC. 1. No beneficiary of this Commonwealth, in an institution or school for the education of Deaf-Mutes shall be withdrawn therefrom except with the consent of the proper authorities of such institution or school, or of the Governor of this Commonwealth.

SEC. 2. This act shall take effect upon its passage.

Approved May 17, 1871.

THIRTY-THIRD  
ANNUAL REPORT  
OF THE  
Clarke School for the Deaf,  
AT  
NORTHAMPTON, MASS.,  
FOR THE  
Year Ending August 31, 1900.

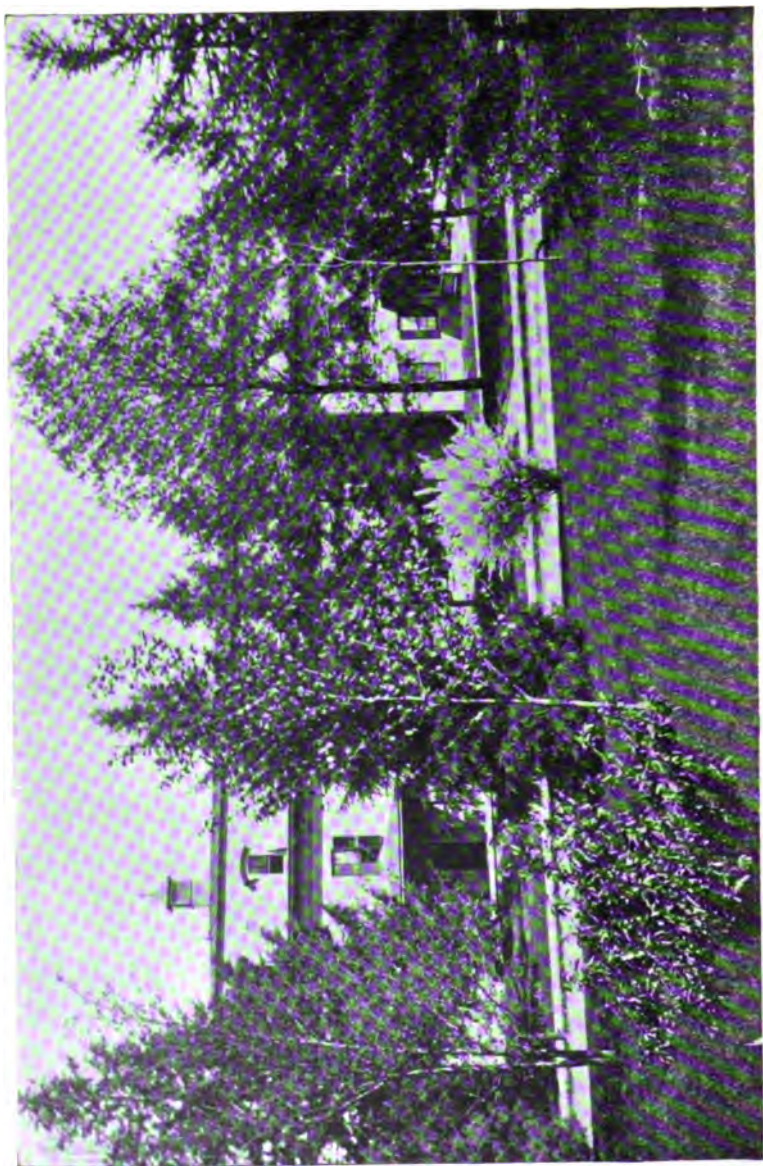
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NORTHAMPTON, MASS.:  
GAZETTE PRINTING COMPANY.  
1900.









ROGERS HALL.



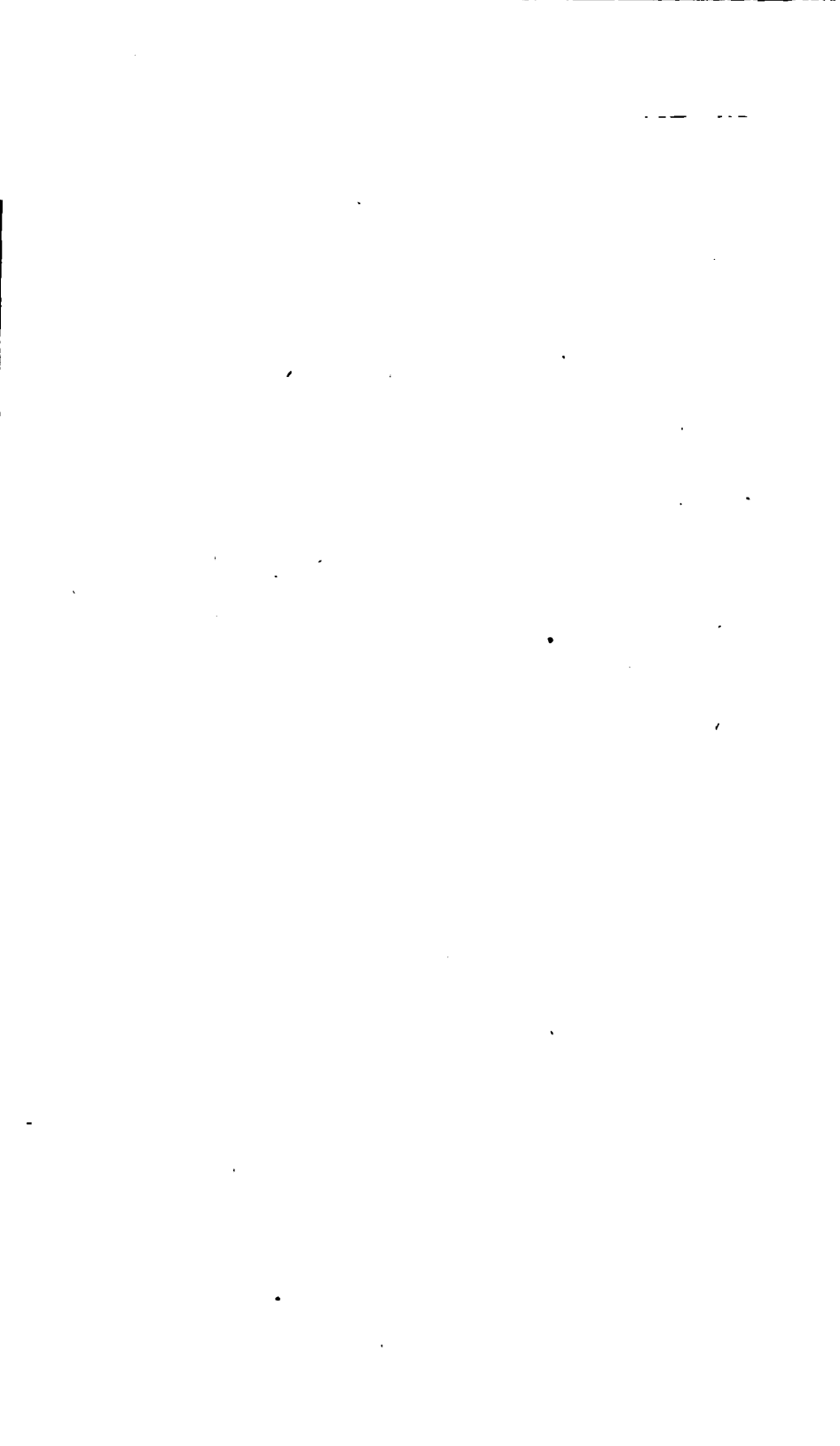
ROGERS HALL.







BAKER HALL.







DUDLEY HALL.





GILMORE GYMNASIUM

THIRTY THIRD  
ANNUAL REPORT  
OF THE  
Clarke School for the Deaf.

NORTHAMPTON MASS.,

FOR THE

Year Ending August 31, 1900.

ARTHUR L. LUTON, SCHOOL  
COMMISSIONER  
CLAZZEE PRINTING COMPANY,  
1900.

**AN ACT TO CHANGE THE NAME OF THE CLARKE INSTITUTION FOR DEAF  
MUTES.**

*Be it enacted, etc., as follows :*

**SECTION 1.** The name of the corporation now known as the Clarke Institution for Deaf Mutes in the city of Northampton, is hereby changed to that of The Clarke School for the Deaf.

**SECTION 2.** All devises, bequests, conveyances and gifts heretofore or hereafter made to said corporation by either of said names shall vest in the corporation of The Clarke School for the Deaf.

**SECTION 3.** This act shall take effect upon its passage.

Approved February 12, 1896.

## Officers and Corporators.

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### **PRESIDENT.**

FRANKLIN CARTER.

### **VICE-PRESIDENTS.**

FRANK B. SANBORN.

WILLIAM P. STRICKLAND.

### **CLERK.**

EDWARD B. NIMS, M. D.

### **TREASURER.**

S. DWIGHT DRURY.

### **AUDITOR.**

WILLIAM P. STRICKLAND.

### **CORPORATORS.**

FRANK B. SANBORN, Concord.

WILLIAM P. STRICKLAND, Northampton.

FRANKLIN CARTER, Williamstown.

EDWARD B. NIMS, M. D., Springfield.

FRANKLIN BONNEY, M. D., Hadley.

JAMES MADISON BARKER, Pittsfield.

JOHN C. HAMMOND, Northampton.

LAURA D. GILL, Northampton.

TIMOTHY G. SPAULDING, Northampton.

GEORGE F. MILLS, Amherst.

ALEXANDER GRAHAM BELL, Washington, D. C.

IRVING F. WOOD, Northampton.

### **EXECUTIVE COMMITTEE.**

GEORGE F. MILLS, Chairman.

JOHN C. HAMMOND,

EDWARD B. NIMS,

TIMOTHY G. SPAULDING,

IRVING F. WOOD.

### **FINANCE COMMITTEE.**

JOHN C. HAMMOND, Chairman.

TIMOTHY G. SPAULDING.

ALEXANDER GRAHAM BELL.

# Officers of the Clarke School

From its Organization to the Present Time.

JULY 15, 1867—OCTOBER 10, 1900.

## PRESIDENTS.

	<i>Elected.</i>	<i>Retired.</i>
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	1883
LEWIS J. DUDLEY,	1883	1896
FRANKLIN CARTER,	1896	

## CORPORATORS BY ACT OF INCORPORATION.

	<i>Elect'd.</i>	<i>Ret'd.</i>		<i>Elect'd.</i>	<i>Ret'd.</i>
*OSMYN BAKER,	1867	1875	*THEODORE LYMAN,	1867	1868
*WILLIAM ALLEN,	1867	1891	*HORATIO G. KNIGHT,	1867	1895
*LEWIS J. DUDLEY,	1867	1896	*JOSEPH A. POND,	1867	1867
*JULIUS H. SEELYE,	1867	1887	WILLIAM CLAPLIN,	1867	1873
*GEORGE WALKER,	1867	1876	*JAMES B. CONGDON,	1867	1879
*GARDINER G. HUBBARD,	1867	1897	*THOMAS TALBOT,	1867	1885

## CORPORATORS BY ELECTION.

*JOSEPH H. CONVERSE,	1868	1870	*FRANCIS H. DEWEY,	1886	1888
*JONATHAN H. BUTLER,	1868	1868	FRANKLIN BONNEY,	1887	
F. B. SANBORN,	1868		*CHARLES MARSH,	1888	1891
*J. HUNTINGTON LYMAN,	1870	1877	JAS. MADISON BARKER,	1889	
*SAMUEL A. FISKE,	1873	1884	JOHN B. CLARK,	1891	1896
*HENRY WATSON,	1875	1891	JOHN C. HAMMOND,	1892	
*CHARLES DELANO,	1877	1883	LAURA D. GILL,	1894	
EDWARD HITCHCOCK,	1877	1887	TIMOTHY G. SPAULDING,	1896	
JOHN D. LONG,	1880	1883	GEORGE F. MILLS,	1896	
WM. P. STRICKLAND,	1883		G. STANLEY HALL,	1896	1900
FRANKLIN CARTER,	1884		A. GRAHAM BELL,	1898	
EDWARD B. NIMS,	1885		IRVING F. WOOD,	1900	

## TREASURERS.

*OSMYN BAKER,	1867	1869	S. DWIGHT DRURY,	1896
*LAFAYETTE MALTBY,	1869	1896		

## PRINCIPALS.

HARRIET B. ROGERS.	1867	1886	CAROLINE A. YALE,	1886
--------------------	------	------	-------------------	------

## ASSOCIATE PRINCIPALS.

CAROLINE A. YALE,	1873	1886	*ALICE E. WORCESTER,	1886	1889
-------------------	------	------	----------------------	------	------

## STEWARDS.

HENRY J. BARDWELL,	1870	1883	ROBERT B. WEIR,	1897
*FREEMAN C. CARVER,	1883	1897		

\*Deceased.

# Officers and Instructors, 1900-1901.

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## PRINCIPAL.

CAROLINE A. YALE.

## GRAMMAR DEPARTMENT.

### INSTRUCTORS.

RUTH WITTER,	RACHEL M. WILCOX,
KATHARINE FLETCHER,	MARY Z. MILLER,
CAROLINE S. DANIELS,	MARY C. WHITNEY.
CLARA W. LATHROP, Teacher of Drawing.	
BESSIE S. LATHROP, Teacher of Wood Carving.	
ANNA A. JAQUITH, Teacher of Gymnastics.	

MARY L. ROOT, Matron.

SARAH R. HASKINS, Supervisor. LILLIAN C. LENTELL, Supervisor.

## INTERMEDIATE DEPARTMENT.

### INSTRUCTORS.

FRANCES W. GAWITH, Teacher in Charge.	
ALICE M. FIELD,	CORA L. BLAIR,
ABBY T. BAKER,	J. EVELYN WILLOUGHBY,
	EMILY A. BABB.
LENA G. GARFIELD, Teacher of Sloyd.	

MARY SMITH, Matron.

ELIZABETH A. CUMMINGS, Supervisor.

GERTRUDE DUNHAM, Supervisor.

ETHEL D. LYON, Supervisor.

## PRIMARY DEPARTMENT.

### INSTRUCTORS.

BESSIE N. LEONARD, Teacher in Charge.	
GERTRUDE L. DUSTAN,	HELEN G. THROCKMORTON.
EDITH SMITH,	FANNIE McKEEN,
N. LOUISE UPHAM.	

ADELINE E. PEASE, Matron.

KATHERINE A. BOYCE, Supervisor. EDNA C. GOVE, Supervisor.

MARY J. EDDY, Supervisor. MAUD A. EMERSON, Supervisor.

ROBERT B. WEIR, Steward.

ETHEL M. CUSHING, Principal's Clerk.

WALLACE B. BLANDIN, Instructor in Cabinet Shop.

CHARLES H. DUNNING, Engineer.





## Report for the Corporation.

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*To the Massachusetts Board of Education :*

GENTLEMEN :—The number of pupils in the Clarke School during the past year has been one hundred and forty-eight. Of these, one hundred and twenty-four were supported by the State of Massachusetts, eight by Vermont, seven by New Hampshire, and two by Connecticut. The number of paying pupils was six. There were no pupils regularly graduated from the school at the end of the year. The health of the school has been fairly good and the excellence of instruction quite equal to that of previous years.

The Gymnasium, built, equipped, and presented to the corporation by Mr. and Mrs. E. W. Gilmore, North Easton, has been in use for a part of the past year. An exhibition of physical training was given in this building at the time of the meeting of the corporation in June, at which Mr. and Mrs. Gilmore and other friends of the school were present. There was something particularly touching in the regularity and harmony of the performance in obedience to commands known only by watching the lips of the instructor. That the harmony was absolutely perfect cannot be claimed, but the general excellence of the coördination elicited great praise.

In considering the relation of the pupils supported by the State in this school to the State itself, the question might be raised whether the payment made by the State was an act of charity or one of justice to its deaf wards. The attitude assumed by earlier nations was one either of

indifference or cruelty to deaf children. The Greeks and Romans regarded them as worthless, and it is plain from intimations in the Pentateuch and the Psalms that the Hebrews were inclined to treat them with contempt and abuse. The attitude of Christ of whom it was said "He maketh the deaf to hear and the dumb to speak" has been the influence producing a marked change in social and governmental relations towards these unfortunate children. The striking attainments of Laura Bridgman and Helen Keller and others have made it plain that many deaf children are possessed of high mental qualities. The difficulty of teaching such children and the costliness of their instruction possibly has led many to think that all instruction of the deaf is a charity. It may indeed be true that the developed powers of the average deaf child cannot have the same efficiency for good or evil as the trained child in possession of all senses may have. But even if deaf children as a class are regarded as inferior in promise to normally endowed children and not likely fully to repay to the State the expense of their education, it may still be questioned whether education is not owed to them as truly as to the more fortunate. The property, whether real or personal, of a deaf person would not be exempt from taxation. It would seem, then, in a general system of education paid for by the State the deaf child should be included. The fact that deaf children or the families in which they belong do not, as a rule, own much property does not alter the reasonableness of this position. It may be asserted that the public school system generally provides for the best education of the children of those who pay small taxes and are not able to secure excellent training with their own resources. In this respect the difference between the two classes of children is only one of degree.

The better service that an educated voter may render the state, the value of education for all citizens is a chief ground for the maintenance of the great public school system of which Massachusetts is proud. But a deaf person is not by reason of his deafness debarred of the right of

suffrage and, though this class may seem too small and of too little influence, if uneducated to-day, to do the State much harm, the principle of democracy is against the exclusion of any reasonably intelligent man from a share in the election of public officers. If the deaf man is to have the right of suffrage, it is simply justice to him that he be so trained that he may exercise that right wisely ; and this is also justice to the State itself. The education of the deaf would seem on this ground not to be charity.

It may also be affirmed with certainty that the principle that the modern state should recognize a duty to care for all its members and a duty not less imperative to help and relieve as far as possible those limited and suffering in any respect is well established. Nor does the fact that these children are so scattered that payment for their training is better made by the State Treasury than by localities alter the relation. The question then arises whether, if the State is bound to educate each deaf child as far as possible, the costliness of the training changes the nature of the act. It would be difficult to establish that the amount expended has any effect in changing the principle of the act from one of justice to one of charity. It may be true that the gathering of these children from all parts of the State into a central home and the separation of them from their parents for consecutive months puts them more under the personal influence of teachers than are the children of the common school. But for deaf children if the teachers are skillful and self-denying, this is no loss. For the acquisition of speech, it cannot be doubted that the collection of such children into a common home has advantages. In the Clarke School the exhaustive work of teaching articulation and lip-reading is confined to certain hours for the regular teachers, but supervisors are employed to be with the children in the hours not specially assigned to school work, to speak with them and encourage them in the use of speech.

Furthermore, the deaf children of the State are so scattered that many of them must be collected into a central

home for instruction. The larger number of such pupils renders classification according to ability and attainments easy and thus facilitates the training. The importance, then, of the maintenance of such a school as the Clarke School, if the State is to do its duty to its deaf wards, would seem unquestionable. The Corporation of the Clarke School, believing that the training of deaf children in such a school is neither charity nor philanthropy, but a simple act of justice due these children from the State, would now raise the question whether the Commonwealth should not take upon itself a larger share of the actual cost of the board and education of such children. Two years ago the amount paid by the State annually for each pupil was raised to \$225.00. The actual cost to the Corporation of each pupil has for some years been nearly \$300.00; for the last year somewhat above that figure. Every additional equipment like the new gymnasium proves an additional expense. The care, heating, and lighting of the building, and the pay of a teacher of gymnastics are the main items; but in a school of one hundred and fifty pupils, might easily add \$6.00 per pupil to the annual expense. In view of the fact that the munificence of John Clarke, the founder of the school, has enabled the Corporation to expend more than \$250,000 for the deaf-children of the State since the foundation of the school for which no return has been asked, is it unreasonable now that the annual receipts with the closest economy are some \$3,000 less than the expenditures to ask the Commonwealth to advance the price paid for each pupil to \$250? This will still be nearly \$50 less than the actual cost of each pupil to the Corporation.

Holding as we do that the education of the deaf should be regarded as essentially a part of our educational system, an additional reason for more generous support from the State may be found in the fact that in this school, as one of the two earliest in America to adopt the oral system, many teachers have been and still are trained who carry the blessing of this method to the children in the dif-

ferent schools arising in the newer states. In other words, the Clarke School sustains much the same relation to the training of teachers in the oral method for the deaf that a Normal School sustains to the training of teachers for the ordinary public schools.

The Corporation of the Clarke School respectfully requests the Board of Education in view of these principles and facts to increase the payment by the State for the school and home privileges of each of the State pupils to \$250 per year.

All of which is respectfully submitted.

For the Corporation,

FRANKLIN CARTER,  
President.

**RECEIPTS AND EXPENDITURES**  
**OF THE CLARKE SCHOOL FOR THE DEAF FOR THE YEAR**  
**ENDING AUGUST 31ST, 1900.**

---

**RECEIPTS.**

**Income from :**

Permanent Funds,	\$15,125 53
State Pupils, Mass., Vt., N. H.,	30,312 76
Private Pupils,	1,211 88
Normal Pupils,	200 00
Miscellaneous,	850 00
	—————\$47,700 17

**EXPENDITURES.**

For Groceries and Provisions,	\$13,581 52
Salaries and Wages,	24,134 28
Repairs and Furnishings,	3,319 19
Fuel and Light,	4,126 90
Cabinet Shop,	213 55
Miscellaneous,	5,008 05
	—————\$50,383 49

## Principal's Report.

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*To the Board of Corporators of the Clarke School:*

GENTLEMEN:—The following report is submitted for the year ending August 31, 1900.

The number of pupils in attendance during the year was 148: Primary, 47; Intermediate, 53; Grammar, 48. Of these 124 were Massachusetts pupils. The number in the Primary was slightly smaller than for several years previous. So great inconvenience had arisen from overcrowding in this department that it seemed wiser to reduce the number admitted although by so doing we must increase the number refused admission and so increase the length of the waiting list.

The health of the school was in general good. In November a case of scarlet fever appeared in the Intermediate Department. This case was followed by six others. In March a single case of the same disease appeared in the Primary. The improvements which had been made in the Grove Hospital, although not fully completed at the time, were found to add greatly to the comfort and well being of the patients.

During the summer vacation Augustus Morin, a pupil in the Intermediate Department, was drowned while bathing in the Connecticut river. Although not a boy of great intellectual ability he was one upon whose good intentions his teachers had learned to depend. Deep sympathy for the family in this painful ordeal is felt by all Augustus's friends at the school.



During the year it was found necessary to make two changes in the teaching force. Miss Stannard resigned in November on account of ill health and the vacancy in the Primary was filled by the appointment of Miss Fannie McKeen, of Easton, Pa., a trained kindergartner of some years' experience. Miss Newcomb resigned just before the holidays, and her place in the Grammar School was filled by the appointment of Miss Mary Z. Miller, of Bethlehem, Pa., a graduate of Wellesley. We regret to record at the close of the year the loss of two teachers of ability and experience. Miss Julia Grosvenor resigned to take a year's rest, her place being filled by the appointment of Miss N. L. Upham, a member of our last year's training class, and Miss Mary E. Everett, teacher of mathematics in the Grammar Department, resigned to be married. The vacancy in the Grammar School was filled by the appointment of Miss Mary C. Whitney of Portland, Me., a teacher of experience.

The departments of work, as arranged for the next year in our Grammar School, are :—

General History, Literature and Civics, Miss Fletcher; Science, Miss Miller; Mathematics, Miss Daniels; United States History, Miss Wilcox; Geography, Miss Whitney; Speech, Miss Witter. The instruction in Language, Grammar, and Current Events is shared by teachers devoting most of their time to the specialties named above. In the Intermediate Department there is partial rotation of classes, but in the Primary each teacher retains her class for the entire day.

Miss N. L. Upham of Jacksonville, Ill., and Miss Martha Vance, of Northampton, Smith College, 1899, completed the course in the Normal Class. Miss Upham has this year taken a position in our own Primary Department, and Miss Vance has entered the Arkansas State School as a teacher. The number of applicants to this class is entirely out of proportion to the possible number of admissions. Applications are often filed two and three years in advance.

Miss Brooks, who had done excellent work as instructor in the Gymnasium, resigned at the close of the year to enter upon the study of medicine. Miss Anna A. Jaquith, of the Boston Normal School of Gymnastics, has been appointed in her place.

Miss Anna U. Wahlburg, who during the last two years had so well inaugurated the work in Sloyd for our Intermediate pupils, resigned in June to pursue a more advanced course in Sloyd. Miss Lena G. Garfield of the Boston Training School has succeeded her.

The changes contemplated in our Cabinet Shop are now completed, and the rooms occupied by the classes in that building are well adapted to and well furnished for the use to which they are devoted. This important department of our work seems now much more satisfactorily equipped and organized than ever before.

Another much needed improvement has been effected during the summer in the re-seating of our chapel or assembly hall. The room is now furnished with folding chairs with close woven rattan seats and backs. A portion of the cost of this improvement was the gift of Mr. and Mrs. L. W. Bassett of Newton Center, the parents of one of the pupils in the Grammar School.

The question of what is to be done to meet the increasing number of applicants for admission to our school is one pressing for solution. It seems highly improbable that, with the establishment of schools similar to our own throughout the country, it will be necessary to plan for any considerable enlargement of our own plant. It is clear that, with our present endowment and buildings, nothing more can be done than is now being done. If by any means our fund could be so far increased as to allow the erection of a school building large enough to accommodate the two upper departments of our school, several of the rooms now used for school purposes could be used for sleeping rooms and the result would be a sufficient enlargement of the school's capacity for all probable growth, and at the same time much more satisfactory school-room accommodation for all would be secured.

An unusual number of gatherings of instructors of the deaf were held during the past summer,—three in this country and one in France. The earliest was the Conference of Principals and Superintendents of American and Canadian Schools for the Deaf, held at Talledega, Ala., June 30th to July 4th. The attendance at the meeting was naturally very small in that locality at that season. A purely business meeting of the American Association to Promote the Teaching of Speech to the Deaf, was held July 13th, in Philadelphia. The third of these meetings was that of Section XVI. of the National Educational Association, held in Charleston, S. C., July 11th. This section of the general Association has but recently been organized, and was to include sub-sections; one devoted to the work of teaching the blind, another to that of teaching the deaf, and a third to that of teaching the feeble minded. Much to the regret of many interested in the work of this section, a reorganization was effected at the meeting this summer, uniting these sub-sections into "one department with common officers and common program." It would seem that all the good hoped for from the affiliation of our work with that of the teachers of normal children had been more than counterbalanced by this action. The fourth and last of these meetings was the "International Congress for the Study of Questions of Education and Assistance of the Deaf." Dr. Alexander Graham Bell was present as the delegate of the American Association to Promote the Teaching of Speech to the Deaf. The Conference of Principals was represented by Dr. E. M. Gallaudet and Dr. E. A. Fay of the College for the Deaf at Washington, and by Rev. Thomas Gallaudet of New York. The Congress was naturally composed largely of teachers from European countries. Full reports, by Dr. Bell and others, of the work of the Congress have been published in the Association Review and by Drs. Gallaudet and Fay in the American Annals of the Deaf. The significance of the action of the Congress on the question of the method to be employed in the instruction of

the deaf has been so admirably stated by Mr. F. W. Booth in an editorial paragraph in the *Association Review* that we cannot do better than to quote it here.

“The Paris Congress will scarcely compare with the Milan Congress in the direct and drastic effect of its action upon the methods of instructing the deaf throughout the world. That could hardly be expected, for the Milan Congress accomplished a revolution, and revolutions are, fortunately, no frequent events in history. Nevertheless, the later Congress it may be believed will not be without its influence in determining policies and in giving direction to educational movements of the future. The mere reaffirmance of the declaration of the Milan Congress in favor of the Pure Oral Method—apparently but a perfunctory act—will have far-reaching effect, greater effect indeed in some quarters than did even the original declaration itself. The Milan declaration was in reality but the first move inaugurating a great experiment. It was more the expression of a hope than of a conviction, of a wish than of an accepted truth. The action of the Paris Congress on the other hand comes as a judgment, as a verdict after trial, as a final decision of a matter, and from a jury, a body of educators, fitted by experience in methods and by their own successes and failures as teachers, to pass judgment in the case. The world will so accept it—as it must, for there is no other way, except to question human judgment and to reject the teachings of experience. The Oral Method has been weighed in the balance—and it may be believed, weighed conscientiously and with all fairness—and it is not found wanting.

“While America has never accepted the Milan declaration, it will accept the Paris reaffirmation—made chiefly by European teachers—for what it is, as a final judgment by them, as a closing of the case, in favor of the continuation of the practice of the pure oral method. American teachers are working under the ‘California Resolution,’ a resolution in line with the Milan declaration and pointing to the same conclusion, but reaching it by a longer way

and by slower processes. The action at Paris will have chief effect on this side of the water to confirm the faith of those who practice and who believe in the oral instruction of the deaf, and to encourage them to renewed effort to make such instruction effective in highest degree. With them, as with European teachers, the question of methods is practically retired from the field of discussion, and they may well unite with their European brethren and direct their thought and strength hereafter solely to the application of the method that they believe in, and to the devising of means and methods of work that may bring the deaf children in their charge to the highest intellectual and moral plane that lies within their capacity to reach."

To bring the pupils of this our own school "to the highest intellectual and moral plane that lies within their capacity to reach," has, we believe, been during the year just closed the earnest and intelligent purpose of all those engaged in their instruction, and the result has, we are assured, been such as to warrant hearty commendation of every worker and deep thankfulness for the work accomplished.

Respectfully submitted,

CAROLINE A. YALE.

October 10, 1900.

# Courses of Study.

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## *Primary Department.*

Exercises for the Cultivation of Sight and Touch.  
Articulation.  
Writing.  
English.

## *Intermediate Department.*

Articulation.  
Writing.  
English.  
Arithmetic.  
Geography.

## *Grammar Department.*

Articulation.  
English.  
Arithmetic.  
Geography.  
History of the United States.  
General History.  
Civil Government.  
English Literature.  
Physical Geography.  
Physiology.  
Zoölogy.  
Natural Philosophy and Chemistry.  
Drawing.  
Wood Carving.

More advanced work in studies of the Grammar Department with Astronomy, Geology, Botany, Algebra and Geometry, constitute the High Course.

## Catalogue of Pupils.

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Alden, Sarah E.  
Anderson, Arthur W.  
Backus, Howard L.  
Bailey, Mary L.  
Ball, Amos E.  
Barrow, Russell E.  
Bass, Fannie L.  
Bassett, Edith I.  
Bennette, Cedric E.  
Bilodeau, Henry  
Bishop, Ethel  
Bowden, Helena L.  
Bromley, Emily S.  
Brooks, Thomas M.  
Brown, Raymond L.  
Buchanan, M. Eugenia  
Carlson, Daisy A.  
Carlson, Frank E.  
Carson, G. Clifford  
Carter, Chester G.  
Carter, G. Douglass  
Chandler, Lizzie M.  
Chauler, Beatrice  
Chapin, Frederick B.  
Chesbrough, Charles H.  
Clarke, W. Waveree  
Cohen, Esther  
Colby, Herbert N.

Greenwich  
Worcester  
Colchester, Conn.  
Merrimacport  
Somersworth, N. H.  
Addison, Vt.  
Randolph, Vt.  
Newton Center.  
Boston  
Lowell  
Lynn  
Beverly  
New Bedford  
Medford  
Ware  
Waltham  
Brockton  
Brockton  
Marlboro  
Lowell  
Tappahannock, Va.  
Kingston  
New York  
Norwood  
Fitchburg  
Waltham  
Boston  
Everett

Cole, Emil H.	Marlboro
Colegrove, Theodore J.	Passaic, N. J.
Collins, John W.	Lowell
Coneys, Matthew L.	Boston
Coon, James B.	Boston
Corey, Harry	Oxford
Cowles, Eunice C.	Dover
Crowley, Lawrence W.	Hartford, Conn.
Danforth, A. Hazel	Spencer
Daniels, Harry M.	Southbridge
Day, George,	Great Barrington
Dodge, Charles A.	Spencer
Donovan, James	Boston
Dowe, Jennie	Lawrence
Dupont, Arthur	Hudson
Eaton, Grace E.	Haverhill
Ellard, John W.	Marlboro
Fairbanks, Mabel P.	Springfield, Vt.
Finn, Rhetta	Northampton
Fish, Ethel M.	Sandwich
Fitzsimmons, Margaret,	West Manchester, N.H.
Fox, Kate E.	Boston
Fraser, Emil	Nashua, N. H.
Garside, Joseph	Fall River
Geddes, Isabella R.	Quincy
Gibbons, Thomas F.	Clinton
Gifford, Frank H.	Acushnet
Gilmore, Wallace S.	North Easton
Goddard, Mary C.	Spencer
Greenlaw, Harry N.	Boston
Guertin, Ethel M.	Holyoke
Hamilton, William A.	Boston
Harding, Ceylon C.	Haverhill
Harding, Mary A.	Fall River
Harrington, Jessie I.	Wayland
Harris, Philip	Northampton
Heade, Helena F.	Worcester



Hiley, George E.	Lawrence
Hinchey, Mary	Westfield
Huntley, Lelia M.	Boston
Jarawan, Fuaad S.	Meshgara, Syria
Jeffers, Nellie P.	Whitefield, N. H.
Jolley, Kate	Boston
Kane, Margaret J.	Worcester
Kane, Michael	Worcester
Kelley, Frank W.	Lynn
King, Samuel	Fall River
Kremer, Joseph	Northampton
Krowskee, Katie	Whately
Kulik, Baleslaw	Chicopee
Ladd, Joseph D.	Jamaica Plain
Lander, Frank	Burlington, Vt.
Lanigan, Grace L.	Webster
Ledoux, M. Louisa	Chicopee
Lee, Alice Stephana	Jamaica Plain
Leete, Pearl	Brookfield
Lepine, M. Anna	Spencer
Lyman, Jesse E.	East Northfield
Lynch, John	Millville
Lyons, Julia C.	North Brookfield
Macoun, Joseph	North Adams
Manning, Alice	Lynn
Marra, Bartholomew,	Waltham
Marsh, Hattie E.	Northfield Farms
Marston, Ruth C.	Center Sandwich, N.H.
McCarthy, James	Marlboro
McConchie, Walter E.	Avon
McGeever, Myles S.	Lowell
McMahon, J. Bennett	Lowell
Mitchell, Harry M.	Boston
Molleur, Laura	Lowell
Morin, Augustus	Northampton
Mousette, Rosa M.	Spencer
Mullane, Mary	Peabody

Mullaney, James  
Nickerson, S. Eddie  
O'Brien, George  
O'Connell, Joseph  
Pelz, Blanche  
Peters, Goldie M.  
Potter, L. Belle  
Price, Minnie M.  
Prigge, Flora L.  
Radley, Annie  
Richards, William  
Richardson, Helen B.  
Richter, Arthur F.  
Riley, H. Edmond  
Robbins, A. Marion  
Robinson, Susan M.  
Rock, Raymond A.  
Rogers, James F.  
Sawyer, Lillian M.  
Severance, Mary E.  
Shores, Sadie E.  
Slee, Harry H.  
Smith, Florence  
Smith, C. Virginia  
Stanley, Nancy M.  
Stearns, Jennie F.  
Stone, Elsie M.  
Sullivan, Daniel  
Sullivan, Lizzie  
Sundstrom, Adina W.  
Thayer, Frank F.  
Thibault, Henry V.  
Thomas, Perley E.  
Trowt, Charles F.  
Tuttle, J. Lewis  
Verner, Ludovic  
Vincent, Perry A.

Worcester  
East Harwich  
Chicopee  
Holyoke  
Poplar Bluff, Mo.  
Dalton  
Groton  
Albany, N. Y.  
Millbury  
Atlantic  
Quincy  
Boston  
Pittsfield  
Burlington, Vt.  
Worcester  
Amherst  
Springfield  
Manchester, N. H.  
Charlemont  
Colchester, Vt.  
Amherst  
Lawrence  
Lawrence  
Northampton  
St. Johnsbury, Vt.  
Claremont, N. H.  
East Watertown  
Springfield  
Springfield  
Brockton  
Brookline, N. H.  
Spencer  
Athol  
Beverly  
Chatham  
Spencer  
Egremont

Walker, Carlotta	Chester, Vt.
Wallace, Florence E.	Milford
Ware, Stephen C.	Milton
Willett, George	Adams
Williams, Robert C.	Belchertown
Wright, F. Grace,	Milford
Wright, Lillie B.	Milford
Young, Alvah D.	Haverhill
Young, Ambrose E.	Chatham

